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ABSTRACT

The purpose of this project was to integrate into the leadership curriculum and instructional program in Pennsylvania the competencies needed to assist in mainstreaming handicapped students. The project also sought to provide inservice education to administrators and support personnel in comprehensive, vocational, and special education settings and to provide leadership staff development. To accomplish these purposes, a learning guide was developed to deliver the competencies needed by administrators to assist in mainstreaming. Inservice workshops were conducted to encourage interaction among comprehensive, vocational, and special education administrators. Inservice education workshops were also conducted for support personnel in these fields and staff development was provided for leadership program staff members. This final report includes a copy of the learning guide that was developed for the project. The guide contains six learning experiences with an enabling objective, activities, feedback, and a checklist/assessment form for each. Extensive appendixes to the document also include samples of competency and task analysis forms, an example of an assessment instrument, a copy of the summary of the feedback from reviewers on each instrument criterion, evaluation instruments for reviewing the leadership guide and a sample leadership performance assessment form, workshop materials, resource materials, a newsletter on mainstreaming, and other materials used during the project. (KC)

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FINAL REPORT

HANDICAPPED SERVICES
(Contract Number 94-5001)

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INDIANA UNIVERSITY OF PENNSYLVANIA

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PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL EDUCATION

VOCATIONAL PROGRAM SUPPORT SERVICES SECTION

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Abstract

94-5001: Handicapped Services

The purpose of this project was to integrate into the leadership curriculum and instructional program the competencies needed to assist in mainstreaming the handicapped student; to provide inservicing to appropriate administrators and support personnel at comprehensive, vocational and special education settings and to provide leadership staff development.

Objectives

1. To integrate into the leadership curriculum and instructional program the competencies needed to assist teachers in working with the handicapped population.

2. To provide staff development to teacher educators and others in the leadership program.

3. To provide inservice training to appropriate administrators in the comprehensive, vocational and special education settings.

4. To provide inservice training to appropriate support staff members from comprehensive, vocational and special education settings.

Outcomes

1. Development of a learning guide to deliver the competencies needed by administrators to assist in mainstreaming.

2. Conducted inservicing that encouraged interaction among comprehensive, vocational and special education administrators.

3. Conducted inservicing to support personnel from comprehensive, vocational and special education settings.

4. Provided staff development to leadership program staff members.

Audience

The development of the learning guide has identified the skills and knowledge needed by administrators as they assist teachers to mainstrem the handicapped. The learning guide will be useful to the Bureau of Vocational Education, teacher education institutions and administrators.

Published Materials

Final Report
Copy of the learning guide

HANDICAPPED SERVICES

During the 1983-84 academic year, a program planning and development session was conducted at the IUP Vocational Center. Faculty representing the areas of Handicapped, Teacher Education; Handicapped, Administrative Education; Educational Equity; and Outreach were present. The faculty was engaged in a force-field analysis of the existing Professional Personnel-Handicapped Program. The areas of curriculum, instruction, and general professional development were examined in relation to various target populations (i.e., teachers, counselors, cooperative education coordinators, administrators-vocational, and administrators-comprehensive) and were considered independently. The analysis helped to identify various materials/training gaps and led to the development of a three-year plan to address the needs of the handicapped population.

During the 1983-84 academic year, emphasis was placed on providing services to the preservice and inservice teacher by developing the master teachers' ability to work with the classroom teacher in assisting the teacher to mainstream the handicapped student.

In 1984-85, emphasis was placed on the leadership development program. One of the goals was to integrate into the leadership curriculum and instructional program the competencies needed to assist teachers to mainstream the handicapped student. Additional goals were to provide inservice programming to appropriate administrators and support personnel in the comprehensive, vocational and special education settings and to provide staff development to the teacher educators and staff in the leadership program.

The cooperation of more than 35 vocational administrators from comprehensive, vocational and special education settings and the input of an

additional 45 vocational support persons contributed to the success of the project and the development of the learning guide, "Assist An Instructor to Mainstream A Handicapped Student."

Objectives

Goal 1: to integrate into the leadership curriculum and instructional program the competencies needed to assist teachers in working with the handicapped population.

Goal 2: to provide staff development to teacher educators and others in the leadership program.

Goal 3: to provide inservice training to appropriate administrators in the comprehensive, vocational and special education settings.

Goal 4: to provide inservice training to appropriate support staff members from comprehensive, vocational and special education settings.

Procedures

The following activities were conducted to accomplish the project objectives to integrate into the leadership curriculum and instructional program the competencies needed to assist teachers in working with the handicapped population.

Establishing a competency-based curriculum demands the identification of an explicit set of terminal performance objectives. To be explicit, performance objectives must contain a minimum of three elements: 1) the activity to be performed, 2) the conditions under which the activity is to be performed, and 3) the criteria for assessing the performance. The third element is the most difficult element to deliver. The assessment criteria must consist of a listing of behaviors which are observable and measurable. Considerable effort on the part of a number of practitioners and professionals is usually required to get agreement on the selection of

those behaviors which are the best measures of the achievement of the required performance. The following process was utilized to develop a learning guide, "Assist an Instructor to Mainstream a Handicapped Student," for integration into the leadership curriculum.

To identify the competencies needed by administrators to assist teachers to mainstream the handicapped student, a search of the literature was conducted to determine appropriate, existing materials. Because no specific set of competencies existed for this area of concentration, it was necessary to identify a means for developing the needed information.

Before any writing of the instrument was begun, an analysis of the competency was conducted. The task analysis in each case involved a two-column approach to listing elements. First, the performance elements (sub-competencies or behaviors) were listed and sequenced. Second, the cognitive and affective domain elements were listed. Special attention was given to listing only those informational and value concepts that were considered essential to support the performance elements with which they were correlated. A sample form of the two-column competency or task analysis is presented in Appendix A.

The project staff employed introspection, interview and literature review techniques in developing the initial analyses. This was followed by internal review and revision procedures which resulted in the completion of each analysis. The competency analysis was then used as a basis for selecting key behaviors including or subsuming the elements across all domains represented in the competency analysis. The key behaviors became the criteria for the assessment instrument. These criteria must be observable and measurable behaviors. It is important that all concerned with the learning process understand and be able to use each criterion for objective self evaluation and

resource person evaluation. An example of an assessment instrument ready for field review may be examined in Appendix B. Each instrument was reviewed internally by administrators from the comprehensive, vocational and special education setting.

A copy of the summary of the feedback from reviewers on each instrument criteria is included in Appendix C. Attention was given to the feedback input for its value in strengthening the instrument. The instrument was then revised on the basis of the input from the participants.

The development of a learning guide based upon the recommendation of the reviewers was compiled by the project staff. A copy of the learning guide "Assist an Instructor to Mainstream a Handicapped Student" is contained in Appendix D. The guide and selected resources were then reviewed by additional administrators and support personnel from the comprehensive, vocational and special education settings. In addition, review copies and evaluation feedback forms were sent to the original group of administrators. A compilation of the reviewers evaluation and comments is contained in Appendix E.

The project staff and the leadership advisory committee have begun a review of each of the 136 competencies in the leadership program to incorporate in each of the Leadership Performance Assessment Forms provision for serving diverse populations. This activity is ongoing. Approximately 20 of the competencies have been thoroughly reviewed. The evaluation instrument used for this process and a sample Leadership Performance Assessment Form can be found in Appendix F.

The following activities were conducted to accomplish the project objective to provide staff development to teachers, educators and others in the leadership program. Because it was an emphasis of the project to integrate into inservice activities the participation of the comprehensive school administrator and special education administrator as well as the

vocational education administrator, it was necessary to incorporate into the program an orientation of the field-based, competency-based concept.

Two 2-day inservicing programs were conducted. At this time, information was delivered to enable the participants to better serve the handicapped population in the school setting and an orientation of the field-based, competency-based leadership training program was delivered. The participants were also involved in developing and/or reviewing the learning guide, "Assist an Instructor to Mainstream a Handicapped Student." Several vocational administrators and interns presently working in the leadership program were program presenters. Copies of the communication, agenda, listings of participants, and summaries of evaluations can be found in Appendix G.

Staff development was also conducted for the Center's leadership staff. Four half-day sessions were conducted and two additional sessions were individualized to meet the needs of the participants involved. Sample agendas can be found in Appendix H.

As part of these activities, a compendium of materials was developed and copies of the materials were placed in twelve local education agencies in the Center's service area. A listing is contained in Appendix I. Information about the project was publicized in the Center newsletter and in the Pennsylvania Bureau of Vocational Education's newsletter THE MAINSTREAM, see Appendix J.

The following activities were conducted to accomplish the project objectives to provide inservice programs to appropriate administrators in the comprehensive, vocational and special education settings.

A one-day inservice was conducted for the appropriate personnel. At this time information was delivered to enable these administrators to better work

with diverse populations. One of the presenters, Charlotte Conaway from the U.S. Department of Education, utilized a teleconference to deliver information on current legislation. The participants represented comprehensive schools, area vocational schools, and intermediate units. The participants provided input into the development of the project learning guide. Communication, an agenda and evaluation can be found in Appendix K.

The following activities were conducted to accomplish the project objectives to provide inservice training to appropriate support staff from comprehensive, vocational and special education settings.

A one-day inservice was conducted for support personnel who work with handicapped students enrolled in vocational education. Comprehensive schools, vocational technical schools and intermediate units were represented. The participants received information relevant to changing federal legislation for special populations. They provided the final review of the learning guide, "Assist an Instructor to Mainstream a Handicapped Student." Communication, an agenda, a listing of participants, and an evaluation summary can be found in Appendix L.

Summary:

The most significant accomplishments of the project were the following:

1. the opportunity to involve administrators from comprehensive schools in the development of materials for the leadership certification program.
2. the identification of the performance elements and the cognitive and affective domain elements of the identified competency by group interaction.
3. the development of a learning guide and competency assessment materials to assist in a learner's needs assesment, learning

prescription, competency development, testing and documentation which are required in an on-going, viable, competency-based, field-based leadership development program.

The major constraints and problems in the project was the time involved in reviewing the competencies in the Leadership program. The leadership advisory committee was a prime reviewer and only limited meeting time was available.

The development of the learning guide will enable the leadership certification program to better incorporate this competency in the required program competencies.

Project Evaluation:

The provisions made for evaluation of the project included the involvement of the project staff, teacher educators and leadership personnel in the development of various aspects of the project. Planning sessions were held throughout the project year.

APPENDIX A

Draft Copy of Competency Assessment Instrument.

Directions

Please rate each criterion by placing the appropriate number, corresponding to the scale below, in the parenthesis to the left of each item.

1 - criterion adequately meets guidelines
2 - criterion will meet guidelines with modifications as suggested
3 - criterion needs considerable attention as noted

Example:

(1) 1. provision has been made . . .

DIRECTIONS: Please rate each criterion by placing the appropriate number, corresponding to the scale below, in the column to the right of each item.

Rating Scale: 1 - criterion adequately meets guidelines
2 - criterion will meet guidelines with modifications as suggested
3 - criterion needs considerable attention as noted

	Rating	Comments
Competency: Assist a teacher to mainstream a special needs student.		
Criteria: Before meeting with the teacher to develop a plan of action, the Leadership Intern:		
1. demonstrated a positive attitude toward mainstreaming by:		
a. analyzing his or her own professional belief system.....		
b. encouraging the teacher to become more aware of mainstreaming by visiting sites, talking with peers etc., about mainstreaming practices.....		
c. encouraging the teacher to share his or her ideas and concerns about mainstreaming.....		
2. obtained data and became current about available resources and support groups...		
3. observed the teacher's shop/classroom....		

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DIRECTIONS: Please rate each criterion by placing the appropriate number, corresponding to the scale below, in the column to the right of each item.

Rating Scale: 1 - criterion adequately meets guidelines
2 - criterion will meet guidelines with modifications as suggested
3 - criterion needs considerable attention as noted

Criteria: While meeting with the teacher to develop a plan of action, the Leadership Intern:	Rating	Comments
1. exhibited good helping skills.....		
2. explained his or her own role as facilitator.....		
3. helped in determining teacher's knowledge base concerning mainstreaming..		
4. assessed the needs in a particular mainstreaming situation.....		
5. reviewed available information which included ---IEP ---peer teacher assessments.....		
6. helped the teacher to identify realistic short-term objectives.....		
7. assisted the teacher to identify		
a. resource materials		
b. support personnel.....		
8. helped to develop a written plan of action.....		

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DIRECTIONS: Please rate each criterion by placing the appropriate number, corresponding to the scale below, in the column to the right of each item.

Rating Scale: 1 - criterion adequately meets guidelines
2 - criterion will meet guidelines with modifications as suggested
3 - criterion needs considerable attention as noted

Criteria: During implementation of the plan of action, the Leadership Intern:	Rating	Comments
1. functioned as a helper/facilitator during implementation in		
a. modifying instructional materials/ methods.....		
b. modifying equipment or facilities...		
c. locating resources or support personnel.....		
2. helped teacher to periodically evaluate progress.....		
3. suggested changes or modifications where appropriate.....		

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DIRECTIONS: Please rate each criterion by placing the appropriate number, corresponding to the scale below, in the column to the right of each item.

Rating Scale: 1 - criterion adequately meets guidelines
2 - criterion will meet guidelines with modifications as suggested
3 - criterion needs considerable attention as noted

Criteria: While doing evaluation, the Leadership Intern:	Rating	Comments
1. reassessed progress toward short/long term goals.....		
2. helped teacher to revise plan and implement changes.....		

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APPENDIX B

To facilitate your review of the assessment instrument, we offer the following guidelines:

1. Does the assessment criteria represent an appropriate sample of the behaviors you regard as essential for evaluating one's performance of the particular competency?

2. Are the assessment criteria in the instrument logically derived from the competency being measured?

3. Do the stated assessment criteria require application of the competency being measured?

4. Are the assessment criteria appropriate for observing one's performance in an on-the-job situation?

5. Are the assessment criteria likely to be understood by a candidate prior to instruction?

6. Would a number of evaluators be likely to interpret the assessment criteria in a similar way?

7. Will the assessment criteria permit evaluation of the candidate by means of evidence such as:

   a. direct observation?

   b. a videotape recording of the desired behavior?

   c. a tangible product of the desired behavior? (usually written document)

Please keep in mind that these instruments will be used in university graduate programs to assess competence of prospective vocational education leadership interns on the job.

Your comments and suggestions may be added directly to the instrument. Additions and/or deletions which you feel will improve the instrument are welcomed.

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LEADERSHIP INTERN PERFORMANCE ASSESSMENT FORM

Directions: Indicate the level of the intern's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

Competency: Assist a teacher to mainstream a special needs student.	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
Criteria: Before meeting with the teacher to develop a plan of action, the Leadership Intern:						
1. demonstrated a positive attitude toward mainstreaming by:						
a. analyzing his or her own professional belief system.....						
b. encouraging the teacher to become more aware of mainstreaming by visiting sites, talking with peers etc., about mainstreaming practices.....						
c. encouraging the teacher to share her or his ideas and concerns about mainstreaming.....						
2. obtained data and became current about available resources and support groups...						
3. observed the teacher's shop/classroom....						
Criteria: While meeting with the teacher to develop a plan of action, the Leadership Intern:						
1. exhibited good helping skills.....						
2. explained his or her own role as facilitator.....						
3. helped in determining teacher's knowledge base concerning mainstreaming..						
4. assessed the needs in a particular mainstreaming situation.....						

	N/A	None	Poor	Fair	Good	Excellent
5. reviewed available information which included ---IEP ---peer teacher assessments.....						
6. helped the teacher to identify realistic short-term objectives.....						
7. assisted the teacher to identify						
a. resource materials.....						
b. support personnel.....						
8. helped to develop a written plan of action.....						
Criteria: During implementation of the plan of action, the Leadership Intern:						
1. functioned as a helper/facilitator during implementation in						
a. modifying instructional materials/ methods.....						
b. modifying equipment or facilities...						
c. locating resources or support personnel.....						
2. helped teacher to periodically evaluate progress.....						
3. suggested changes or modifications where appropriate.....						
Criteria: While doing evaluation, the Leadership Intern:						
1. reassessed progress toward short/long term goals.....						
2. helped teacher to revise plan and implement changes.....						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, OR FAIR response, the resource person should meet with his or her supervisor to determine what additional activities the intern needs to complete in order to reach competency in the weak area(s).

APPENDIX C

Draft Copy of Competency Assessment Instrument

DIRECTIONS

Please rate each criterion by placing the appropriate number, corresponding to the scale below, in the parenthesis to the left of each item.

1 - criterion adequately meets guidelines

2 - criterion will meet guidelines with modifications as suggested

3 - criterion needs considerable attention as noted

Example

(1) 1. provision has been made. . .

REVIEWERS' RATINGS FOR INSTRUMENT CRITERIA

Competency: Assist an Instructor to Mainstream a Handicapped Student

CRITERIA 1	1a	1b	1c	2	3			
Reviewers:								
GROUP A	2	1	1	1	2			
GROUP B	3	3	1	3	3			
GROUP C	1	1	1	1	3			

CRITERIA 2	1	2	3	4	5	6	7	8
Reviewers:								
GROUP A	1	1	1	1	1	2	1	1
GROUP B	3	1	3	-	2	1	1	2
GROUP C	1	1	2	1	1	1	1	1

CRITERIA 3	3a	3b	3c	2	3			
Reviewers:								
GROUP A	1	1	1	2	1			
GROUP B	1	1	2	1	1			
GROUP C	1	1	1	2	1			

CRITERIA 4	1	2						
Reviewers:								
GROUP A	2	1						
GROUP B	1	1						
GROUP C	1	1						

HANDICAPPED MODULE

Reviewer's Comments: Competency Mastery

Competency: Assist a teacher to mainstream a handicapped student

Criteria 1.1a

A - . . . and develop a written statement of philosophy

B - Examine state guidelines . . . . Examine school's philosophy and prepare a statement of professional beliefs regarding the handicapped

C - Not measureable in objective terms

Criteria 1.1b

A - Reverse order of 1b and 1c

B - Work with the teacher in developing a written philosophy that represents the school's philosophy and personal beliefs

C - Maintain continuity - Intern, Teacher, Peers (A,C,B)

Criteria 1.2

B - Develop a list of current resources and support groups

Criteria 1.3

A - . . . Physical facilities: shop/classroom in progress. Is physical facilities the observation requested or are we looking for more than that including actual classroom situations?

B - for what? --equipment, resources, activities?

(1.4 . . . Determine current staff possessing skills to develop local team support.

C - What is the intern to observe specifically? Is he to look at handicapped?

. . . #3, #5, #6.

Criteria 2.1

A - omit "good"

B - Covered in Helping Conference Module

Criteria 2.3

A - . . . through discussion (5 and 6)

B - Identified the teacher's knowledge and concerns through discussion

C - #6, #5

Criteria 2.4

B - With the teacher, identified a handicapped student and . . .

Criteria 2.5

A - change "peer" to "prior"

B - should be included as a sub-part to Criteria 2.4. Change "peer" to "former/prior"

Criteria 2.6

A - . . . /long term objectives. Reverse order of 6, 7 and 8 to 7 - 6 - 8.

B - . . . /long term objectives. Should be included as a sub-part of Criteria 2.4.

C - Consider combining 6, 7 and 8 or put in closer sequence.

Criteria 3.1a

C - should be included as a sub-part of Criteria 3.3

Criteria 3.1b

C - should be included as a sub-part of Criteria 3.3

Criteria 3.1c

A - change "locating" to "utilizing"

B - change "locating" to "utilizing"

C - redundant?

Criteria 3.2

A - change "evaluate" to "review"

B - change "evaluate" to "review"

C - what progress --T-S-P

Criteria 3.3

A - should be included as a sub-part of Criteria 3.1.

Criteria 4.1

A - change "reassessed" to "assessed"

Handicapped Module

Reviewers Comments: Required Knowledge/Attitudes

Criteria 1.1a

A - Honesty, thorough knowledge of law, regulation, current brochures, periodicals, etc. Seminars, local philosophy, trends, demographics, literature, positive-open mind, flexibility, idea sharing.

B - Review state quidelines, school philosophy. Positive attitudes toward all individuals.

C - Understanding the special needs of special needs students. Self analysis - positive attitude toward mainstreaming.

Criteria 1.1b

B - Reverse Criteria 1.1b and 1.1c

C - Where sites exist - knowledgeable peers check home school teachers, supervisors, counselors, liaison people, etc.

Criteria 1.1c

B - Written philosophy; personal belief system toward handicapped.

C - How to conduct a "positive attitude towards mainstreaming" brainstorming meeting directed towards mainstreaming.

Criteria 1.2

B - Resource list from IU/local agencies, etc.

C - Know where to find the data, resources, and support groups.

Criteria 1.3

B - Additional criteria -- 4. Determine currrent staff possessing skills through observation/questionnaire.

C - See main criteria sheet (#3) of group - positive attitude toward mainstreaming.

Criteria 2.1

A - complete understanding of Helping Conference

B - Helping Conference Module

C - How to conduct a helping conference

Criteria 2.2

A - role of facilitator

B - clarify his (interns) role by his superior

Criteria 2.3

A - Ability to pull knowledge through question/answer techniques

B - questioning techniques; general discussion

C - Refer to data resource persons, and support groups. Use of peers. Know the law.

Criteria 2.4

A - Assessment skills of handicapping condition

B - student records, testing, learning styles

C - Working knowledge of the IEP - know the incoming student's limitations.

Criteria 3.1b

A - Reference manual of equipment modification

B - based on individual handicapped (REACH)

Criteria 3.1c

A - implement curriculum modification

Criteria 3.2

A - periodic observations on site

Criteria 4.1

A - knowledge of all prior happening; an appreciation of value of on-site evaluation

Criteria 4.2

A - interview representative students to determine express feelings

APPENDIX D

WORKING DRAFT-NOT FOR DISTRIBUTION

ASSIST AN INSTRUCTOR TO MAINSTREAM A HANDICAPPED STUDENT

Center for Vocational Personnel Preparation
Indiana University of Pennsylvania

This work was developed under a contract with the Pennsylvania Bureau of Vocational Education. However, the opinions and other content do not necessarily reflect the position or policy of the Bureau, and no official endorsement should be inferred.

1984-85

The Center for Vocational Personnel Preparation
Indiana University of Pennsylvania
Indiana, PA 15705

INTRODUCTION

As a school leadership intern, you are responsible for assisting instructional staff to help each student achieve entry level competence in the occupation for which he or she is preparing.

Assisting an instructor to mainstream a handicapped student involves specific steps to encourage the instructor to consider the problems encountered with a specific disability, to seek help from experts and to solve classroom problems in a systematic way. Mainstreaming handicapped students can be successful only if administrators and instructors analyse the needs of handicapped students and seek solutions.

Federal legislation has encouraged the accessibility of vocational education training programs for the handicapped student. Developing an effective program requires the input of the administrator, instructor, student, parents and other appropriate consultants. It will involve using much of the "tried and true" methodology used in the vocational classroom but it will also include new techniques and strategies that will be required for a specific disability. The efforts of a cooperative team will provide the coordinated continuum of services needed to aid the handicapped student.

In some cases, little or no modifications will need to be made for the mainstreamed student. For others, a detailed program of modification and consultation must be worked out to provide the maximum learning for the student.

This learning guide is designed to develop your skill in assisting a vocational instructor to mainstream a handicapped student. In addition, it will give you the experience in developing a plan of action with the instructor.

ABOUT THIS GUIDE

This guide contains an introduction and five sequential learning experiences. Overviews which precede each learning experience contain the objectives for each experience and a brief description of what the learning experience involves.

Objectives:

Terminal Objective: While working in an actual vocational leadership position, assist an instructor to mainstream a handicapped student. Your performance will be assessed by your resource person using the Leadership Intern's Performance Assessment Form, pp 31 (Learning Experience VI).

Enabling Objectives:

1. After completing the required reading, demonstrate your readiness to assist a vocational instructor to mainstream a handicapped student (Learning Experience I).

2. After completing the required reading, develop a written philosophy on serving handicapped learners that can be incorporated into a school philosophy (Learning Experience II).

3. After completing the required reading, critique the performance of a vocational administrator in assisting an instructor to develop a list of support services/personnel from both the school and community for a student with a specific handicapping condition (Learning Experience III).

4. After completing the required reading, critique a vocational administrator's performance in assisting a vocational instructor to adapt a program to meet the individual needs of a handicapped student (Learning Experience IV).

5. After completing the required reading, critique an administrator's performance in assisting an instructor to mainstream a handicapped student (Learning Experience V).

Prerequisites:

Resources:

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references within your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled administrators, if necessary. Your resource person may also be contacted if you have difficulty with directions or in assessing your progress at any time.

Learning Experience I

Required

Professional Teacher Education Module L-1, Prepare Yourself to Serve Exceptional Students

"Ten Generic Competencies," Guidelines for the Preparation of Teachers in Compliance with U.S. Public Law 94-142 Requiring the Education of Students with Handicaps in the Least Restrictive Environment

Hoellein, Administrator's Guidebook: A System's Approach to Mainstreaming Special Needs Students in Vocational Education

A resource person to review any documentation you have compiled.

Optional

Meers, Handbook of Special Vocational Education

Cassity, Vocational Special Needs Administrator Questions and Answers

Learning Experience II

Required

A Position Paper on Mainstreaming Special Needs Students into Regular Vocational Classrooms

Hoellein, Administrator's Guidebook: A Systems Approach to Mainstreaming Special Needs Students in Vocational Education

The Carl D. Perkins Vocational Act of 1984

The Pennsylvania State Plan for Vocational Education, 1985

A copy of the philosophy of your school system

A resource person to review the philosophy you have written

Optional

Current journal articles on mainstreaming practices in vocational education in relevant publications, eg., Journal for Vocational Special Needs Education, Journal of Learning Disabilities and Teaching Exceptional Children

Learning Experience III

Required

Professional Teacher Education Module M-8, Use Support Personnel in the Classroom

Hoellein, Administrator's Guidebook: A System's Approach to Mainstreaming Special Needs Students in Vocational Education

Learning Experience IV

Required

Professional Teacher Education Module M-1 (revised), Develop an Individualized Vocational Education Plan

Hoellein, Administrator's Guidebook: A Systems Approach to Mainstreaming Special Needs Students in Vocational Education

An IEP for a handicapped student in a vocational program

An actual classroom situation in which you can observe a handicapped student for whom an IEP is available

Learning Experience V

Required

Professional Preparation Module, Conduct a Helping Conference

Learning Experience VI

Required

An actual administrative situation in which you can assist an instructor in planning instruction for a handicapped student

A resource person to assess your competency in assisting an instructor to plan instruction for a handicapped student

Selected Terms

INDIVIDUALIZED EDUCATION PLAN (IEP). A document that becomes the essential link between the handicapped student and the special services required. It is designed to assure that, when a student needs special services, the program designed is appropriate to the needs of that student, and that the program which is designed is delivered and evaluated.

MAINSTREAMING. The placement of a handicapped student in the least restrictive environment that will best meet the individual educational needs of the student.

SUPPORT SERVICES. Services provided to assist a student and the instructor in the learning process. This might include adaptive equipment or materials, specialists, instructional aids, and tutors.

User's Guide

This guide has been designed using a format similar to the Competency-Based Vocational Education Administrators Module Series develped by the Consortium for the Development of Profess-ional Materials for Vocational Education. For information that is common to these resources (i.e., guide and module), such as procedures for module use and definition of terms, you should refer to the following supporting document:

Guide to Using Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

LEARNING EXPERIENCE I

Overview

Enabling Objective

After completing the required reading, demonstrate your readiness to assist an instructor to mainstream a handicapped student.

Activity

You will be reading:

a. "Ten Generic Competencies," Guidelines for the Preparation of Teachers in Compliance with U.S. Public Law 94-142 Requiring the Education of Students with Handicaps in the Least Restrictive Environment;

b. Hoellein, Administrator's Guidebook: A Systems Approach to Mainstreaming Handcapped Students in Vocational Education, pp 1-11.

c. Information sheet on an administrator's role in helping instructors serve handicapped students.

AND COMPLETING

d. Learning Experiences I and II of Professional Teacher Education Module L-1 Prepare Yourself to Serve Exceptional Students.

Optional Activity

You may wish to read Meers, Handbook of Special Vocational Education, pp 10-25; and Cassity, Vocational Special Needs Administrator Questions and Answers, pp 15-17.

Activity

You will be demonstrating your readiness to serve handicapped students by:

- defining your role in serving handicapped students
- reviewing your attitudes toward handicapped students
- gaining the greater knowledge, skills, and experiences needed

Feedback

Your total competency will be assessed by your resource person, using the checklist/assessment form, pp 8-9 of this guide. Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are ready to serve handicapped students.

Activity

To develop a readiness to serve handicapped students read the following resources. They are available from your resource person.

a. "Ten Generic Competencies," Guidelines for the Preparation of Teachers in Compliance with U.S. Public Law 94-142 Requiring the Education of Students with Handicaps in the Least Restrictive Environment;

b. Hoellein, Administrator's Guidebook: A Systems Approach to Mainstreaming Handcapped Students in Vocational Education, pp 1-11.

c. Information sheet on an administrator's role in helping instructors serve handicapped students.

AND COMPLETING

d. Learning Experiences I and II of Professional Teacher Education Module L-1 Prepare Yourself to Serve Exceptional Students.

Optional Activity

It is strongly recommended that you read Meers, Handbook of Special Vocational Education, pp 10-25; and Cassity, Vocational Special Needs Administrator Questions and Answers, pp 15-17.

Activity

You will be demonstrating your readiness to serve handicapped students by:

- defining your role in serving handicapped students
- reviewing your attitudes toward handicapped students
- gaining the greater knowledge, skills, and experiences needed

NOTE: As you complete each of the above activities, document your actions in writing, on tape, through a log for assessment purposes.

Feedback

Arrange to have your resource person review any documentation you have compiled. Your total competency will be assessed by your resource person using the checklist/assessment form on pp 8-9 of this guide. Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are ready to serve handicapped students.

CHECKLIST/ASSESSMENT FORM

Directions: Indicate the level of the intern's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, place an X in the N/A box.

	LEVEL OF PERFORMANCE				
	N/A	NONE	POOR	FAIR	GOOD	EXC
In defining her/his role in serving handicapped students, the intern administrator included the responsibility to:						
1. provide input into placement decisions.....	(_)	(_)	(_)	(_)	(_)	(_)
2. serve in a facilitating role.....	(_)	(_)	(_)	(_)	(_)	(_)
3. provide for staff development.....	(_)	(_)	(_)	(_)	(_)	(_)
4. assist teachers to provide flexible, individualized instruction.....	(_)	(_)	(_)	(_)	(_)	(_)
5. provide for essential first aid....	(_)	(_)	(_)	(_)	(_)	(_)
6. assist teachers to perform administrative tasks.....	(_)	(_)	(_)	(_)	(_)	(_)
7. assist teachers to teach both subject and student.....	(_)	(_)	(_)	(_)	(_)	(_)
8. keep involved on an ongoing basis.....	(_)	(_)	(_)	(_)	(_)	(_)
In reviewing his/her attitudes toward handicapped students, the intern administrator identified her/his attitudes concerning:						
9. the characteristics and differences of handicapped students.....	(_)	(_)	(_)	(_)	(_)	(_)
10. the accommodation of handicapped students in traditional instruction	(_)	(_)	(_)	(_)	(_)	(_)

11. handicapped students' chances of success in the vocational program. (_) (_) (_) (_) (_) (_)

12. handicapped persons' chances of success in the world of work..... (_) (_) (_) (_) (_) (_)

In gaining the greater knowledge, skills, and experience needed, the intern administrator:

13. identified the specific knowledge, skills, and experience needed..... (_) (_) (_) (_) (_) (_)

14. provided for gaining needed knowledge, skills, and experience by:
    a. consulting reliable resources (_) (_) (_) (_) (_) (_)
    b. observing handicapped persons firsthand..... (_) (_) (_) (_) (_) (_)
    c. interacting with handicapped students..... (_) (_) (_) (_) (_) (_)

15. identified specific activities by which to gain needed knowledge, skills and experience, which were appropriate, feasible, and realistic (_) (_) (_) (_) (_) (_)

16. participated in planned preparation activities..... (_) (_) (_) (_) (_) (_)

17. acted in a fair, equitable, and just manner toward handicapped students..... (_) (_) (_) (_) (_) (_)

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the intern administrator and resource person should meet to determine what additional activities the intern administrator needs to complete in order to reach competency in the weak area(s).

*ADAPTED FROM MODULE L-1, PREPARE YOURSELF TO SERVE EXCEPTIONAL STUDENTS, NCRVE, COLUMBUS, OHIO

LEARNING EXPERIENCE II

Overview

Enabling Objective

After completing the required reading develop a written philosophy on serving handicapped learners that can be incorporated into a school philosophy.

Activity

You will be reading:

a. A Position Paper on Mainstreaming Special Needs Students Into Regular Vocational Classrooms
b. Hoellein, Administrator's Guidebook: A Systems Approach to Mainstreaming Special Needs Students in Vocational Education, pp 13-34
c. The Carl D. Perkins Vocational Act of 1984 AND/OR the Pennsylvania State Plan for Vocational Education
d. Your school district's philosophy

Optional Activity

You may wish to read current journal articles on mainstreaming practices in vocational education.

Activity

You will be demonstrating your ability to conceptualize mainstreaming of handicapped learners that can be incorporated into a school philosophy. Your philosophy should embrace state and federal guidelines, school district philosophy and current theory and practice.

Feedback

You will be evaluating your competency by comparing your philosophy with the model criteria, pp. 12 of this guide. In addition, arrange to have your resource person review your philosophy based on the criteria specified in the checklist.

Activity

The following readings will aid you in developing your philosophy on serving handicapped learners:

a. A Position Paper on Mainstreaming Special Needs Students Into Regular Vocational Classrooms
b. Hoellein, Administrator's Guidebook: A Systems Approach to Mainstreaming Special Needs Students in Vocational Education, pp 13-34
c. The Carl D. Perkins Vocational Act of 1984 and/or the Pennsylvania State Plan for Vocational Education
d. Your school district's philosophy

Optional Activity

If you are interested in learning more about current direction and practices in the field of vocational mainstreaming, you may want to read relevant publications, e.g., Journal for Vocational Special Needs Education, Journal of Learning Disabilities, and Teaching Exceptional Children.

Activity

In the space provided develop a written philosophy on serving handicapped learners that can be incorporated into a school philosophy. Your statement should embrace state and federal guidelines, school district philosophy and current theory and practice.

YOUR PHILOSOPHY

Feedback

Compare your completed written philosophy with the model criteria given below. Your response need not include every criterion; however, your philosophy should include the same essential points. In addition, arrange to have your resource person review your philosophy. Based on the criteria specified in the checklist your resource person will assess your written philosphy.

MODEL CRITERIA

Your philosophy on serving handicapped learners should incorporate the following:

A continuum of services is provided which includes prevocational training, vocational assessment and evaluation, modified instruction, work experience, and transition to employment services.

Vocational evaluation measures the student's job-related skills and aptitudes.

Vocational assessment matches student skills and aptitudes to job requirements.

The IEP and IVEP utilize the results of the vocational evaluation and vocational assessment.

The vocational portion of the IEP is written in cooperation with the vocational instructor.

Skill training is offered in the least restrictive environment.

Employability skills are provided as indicated by vocational evaluation/assessment.

Transition services are provided.

An instructional team is developed and each team member is aware of their role in the mainstreaming process.

Vocational teachers are provided with training in working with handicapped students and skills in prescriptive teaching and competency based instruction.

Support services are provided as indicated by the IVEP.

Level of Performance: Your written philosophy should have covered the same major points as set forth in the "Model Criteria". If you missed some points or have questions about any additional points you made, review the material in the recommended readings or check with your resource person if necessary.

LEARNING EXPERIENCE III

Overview

Enabling Objective

After completing the required reading, critique a vocational administrator's performance in assisting a teacher to develop a list of support services/personnel from both the school and community for a student with a specific handicapping condition.

Activity

You will be reading:

a. Hoellein, Administrator's Guidebook: A Systems Approach to Mainstreaming Special Needs Students in Vocational Education, pp 100-107

AND COMPLETING

b. Learning Experiences I-V of Professional Teacher Education Module M-8 Use Support Personnel in the Classroom

Optional Activity

You may wish to visit a Regional Resource Center such as REACH. REACH is located at:

Western Pennsylvania Special Education
Regional Resource Center
5347 Wm. Flynn Highway
Gibsonia, PA 15044
(412) 443-7821

Activity

You will be reading the case study of "Nancy" on pp. 15 of this guide and critiquing the performance of a vocational administrator in assisting a teacher to prepare a list of support services/personnel for a student with a given handicapping condition.

Feedback

You will be evaluating your competency by comparing your written critique with the model critique, pp. 16 of this guide.

Activity

To gain information on support services and personnel from both the school and community, read:

a. Hoellein, Administrator's Guidebook: A Systems Approach to Mainstreaming Special Needs Students in Vocational Education, pp 100-107

AND COMPLETING

b. Learning Experiences I-V of Professional Teacher Education Module M-8 Use Support Personnel in the Classroom

Optional Activity

It is strongly recommended that you visit a regional resource center, such as REACH. REACH is located at:

Western Pennsylvania Special
Education Regional Resource
Center
5347 Wm. Flynn Highway
Gibsonia, PA 15044
(412) 443-7821

Additional resource centers are located in King of Prussia and Harrisburg.

Activity

The following case describes how a vocational administrator helped an instructor to identify services/personnel for a handicapped student. Read the case study and:

a. assess the appropriateness of the services selected,
b. determine which additional services could have been recommended, and
c. explain why the additional services were needed.

CASE STUDY

Nancy is an educable mentally retarded student who wears a hearing aid. She is an 11th grader in Mr. Johnson's Food Service class. Nancy is having difficulty in reading and math. She is able to perform the tasks required in her Food Lab, but has difficulty remembering the instructions given by the teacher. She performs well in a one-on-one situation.

Nancy seems withdrawn and does not seek out friends in class. Her parents have recently separated.

Nancy is interested in baking and would like to work in a bakery. She has a great deal of patience and will spend time to accomplish the effect she wants.

Mr. Johnson feels that Nancy needs support personnel/services. He decided to ask Ms. Jacobs, his administrator, for help.

Ms. Jacobs, the vocational administrator, provided the following help to Mr. Johnson. She suggested that Mr. Johnson first talk or meet with Nancy's mother for approval before contacting outside agencies to locate part-time work for Nancy. Ms. Jacobs said that she would prepare a list of recommended contacts based on her conversation with Mr. Johnson and Nancy's needs.

The list which Ms. Jacobs developed for Mr. Johnson included the following:

Mr. Roe in Guidance could provide additional information about Nancy and perhaps could speak of living conditions at home.

Miss Bishop, the vocational facilitator, would be able to provide additional exercises in reading and math and develop strategies for remembering directions.

The speech and hearing therapist, Miss Braggs, could check on Nancy's use of her hearing aid and if it is in need of repair.

Mr. Lyons, the Cooperative Education Coordinator, might have suggestions or placements for part-time work.

Ms. Jacobs knew the local MH/MR association had adolescent counseling and recommended that Mr. Johnson call that office to see what additional services were provided. She also suggested that a call be made to Mr. Adams, proprietor of Keystone Bakery, who had worked with handicapped students in the past.

Feedback

Compare your written critique with the Model Critique given below. Your responses need not exactly duplicate the Model Critique; however, you should have covered the same major points.

MODEL CRITIQUE

Ms. Jacobs provided a variety of contact persons at the local level who could help Nancy. The resources provided support for each of the areas of concern. However, these services may not have been the most beneficial. Her list could also have included reading clinics sponsored by the community or university, the local Chamber of Commerce, various civic and special interest groups and the Office of Vocational Rehabilitation.

The reading clinics would provide a more intense remedial program and the Chamber of Commerce would be supportive of employment of the handicapped. Special interest groups, such as Meals on Wheels, could improve Nancy's socialization skills, provide interaction with others, and also be able to supply Nancy with basic food preparation skills. The Office of Vocational Rehabilitation could provide counseling and assessment.

At the state level, there are materials centers for the hearing impaired, the Pennsylvania Speech-Language-Hearing Association, and the Vocational Education Information Network at the Pennsylvania Department of Education. National organizations such as the Council for Exceptional Children might also assist.

NOTE: This is a suggested listing. Depending upon the various handicapping conditions involved and your geographic location, your list may not be identical to the one provided.

Level of Performance: Your completed written critique should have covered the same major points as the "Model Critique". If you missed some points or have questions about any additional points you made, review the recommended readings or check with your resource person if necessary.

LEARNING EXPERIENCE IV

Overview

Enabling Objective

After completing the required reading, critique, in a given case study, a vocational administrator's performance in assisting an instructor to adapt a program to meet the individual needs of a handicapped student.

Activity

You will be reading:

a. Hoellein, Administrator's Guidebook: A Systems Approach to Mainstreaming Special Needs Students in Vocational Education, pp 35-81

AND COMPLETING

b. Learning Experiences I, II and III of Professional Teacher Education Module M-1 (revised). Develop an Individualized Vocational Education Plan

Activity

Obtain an IEP for a handicapped student in a vocational program and make arrangements to visit that vocational classroom. You will be developing a list of adaptations that have been made to meet the individual needs of the student. Record your observations and discuss them with your resource person. Your list should include adaptations to (a) instructional materials, (b) instructional techniques, (c) facilities and equipment, and (d) support services.

Activity

You will be reading the case study on pp. 19-20 of this guide and critiquing the performance of the vocational administrator in helping a teacher to meet the individual needs of a handicapped student.

Feedback

You will be evaluating your competence by comparing your written critique with the model critique, pp 21 of this guide.

Activity

To gain information on how to assist an instructor to adapt a program for a handicapped learner, read:

a. Hoellein, Administrator's Guidebook: A Systems Approach to Mainstreaming Special Needs Students in Vocational Education, pp 35-81

AND COMPLETE

b. Learning Experiences I, II and III of Professional Teacher Education Module M-1 (revised). Develop an Individualized Vocational Education Plan

Activity

Obtain an Individualized Education Plan (IEP) for a handicapped student in a vocational program. Visit the student's classroom and develop a list of adaptations that were made to meet the needs of the student. Record your observations and discuss them with your leadership resource person. Your list should include adaptations to (a) instructional materials, (b) instructional techniques, (c) facilities and equipment, and (d) support services.

NOTES

Activity

The following case study describes how a vocational administrator helped an instructor to meet the individual needs of a handicapped student. Read the case study and then assess the appropriateness of the suggestions made by the administrator in the following areas: (a)instructional materials, (b) instructional techniques, (c) facilities and equipment, and (d) support services.

CASE STUDY

Henry Hall is an amiable sixteen-year old paraplegic (paralyzed from the waist down) enrolled in Mr. Brown's general office skills class. He is highly motivated in his desire to work, and confident in his ability to learn and to succeed in work. He has been assessed on interests, abilities, and attitudes, and is on a program leading to an occupation of his choice.

Although Henry is confined to a wheelchair, he moves easily in it. The chair is electric, with attached belts for support in sitting. Henry has marked weakness in his upper arms, but has fine hand skills. He can reach within a 30" radius. He reads and writes at grade level, and has excellent math skills. Due to restricted movement, he frequently must rely on classmates for help.

Mr. Wilson, the school principal, examined available records and observed Henry at work. Based on available data, and considering Henry's positive attitude toward his condition and his desire to achieve, Mr. Wilson decided to recommend and facilitate several modifications to the classroom.

He analyzed the barriers to Henry's progress toward his goals, and considered the options for overcoming those barriers. As he planned, he kept in mind the local, state, and federal standards and regulations which apply to special needs students. He suggested a number of adaptations that could be made:

1. An adjustable typewriter stand would relieve stress on Henry's arms.

2. The classroom could be rearranged to accommodate a wheel chair.

3. Henry's work area could be organized by installing shelves or bookcases within easy reach.

4. A lap board could be supplied that would attach to the arms of the wheel chair. A lip could be installed on the board to keep items from dropping.

5. A wrist rest could be provided which would be placed at the base of the typewriter keyboard.

6. A continuous paper roll could be installed on the typewriter and a bookstand could be used to hold textbooks.

7. A clipboard could be used for writing with a pen or pencil attached to a card.

Mr. Wilson made arrangements to meet with the industrial arts teacher about construction of the adaptations.

YOUR CRITIQUE

Feedback

Compare your completed written critique of the Case Study with the Model Critique given below. Your responses need not exactly duplicate the Model Critique; however, you should have covered the same major points.

MODEL CRITIQUE

Mr. Wilson supplied numerous suggestions for adapting physical facilities and equipment. Making modifications for obvious physical limitations is excellent but he should also have considered providing modifications in instructional strategies...to increase the use of verbal responses as a substitute for writing. A tape recorder for assignments and tests could be used extensively. Planning activities to increase peer interaction, use peer teaching, provide carbon copies of instructor notes, or have the student work on transparencies are all instructional strategies which would benefit the student. Often just a few suggestions from an administrator can encourage an instructor to investigate other approaches.

Level of Performance: Your completed written critique should have covered the same major points as the "Model Critique". If you missed some points or have questions about any additional points you made, review the material in the recommended readins or check with your resource person if necessary.

LEARNING EXPERIENCE V

Overview

Enabling Objective	After completing the required reading, critique an administrator's performance in assisting an instructor to mainstream a handicapped learner.
Activity	You will be completing Professional Preparation Module, Conduct a Helping Conference, Learning Experiences I, II and III, pp 3-27.
Activity	You will be reading a case study and critiquing an administrator's performance using the Performance Assessment Form on pp 25-26 of this guide.
Feedback	You will be evaluating your performance by comparing your completed assessment form with the Model Assessment on pp 27-29 of this guide.
Activity	You will be gaining knowledge on assisting/helping an instructor by completing the Professional Preparation Module, Conduct a Helping Conference, Learning Experience I, II and III, pp 3-27.

Activity

You will be reading a case study in which a vocational administrator assists an instructor to mainstream a handicapped learner. Using the Performance Assessment forms on pp 36-38 of this guide evaluate the performance of the vocational administrator. Add comments to justify your assessment.

CASE STUDY

Frank Smith is a seventeen year old boy. At the time of evaluation he suffered from a vision impairment which was due to congenital cataracts. His right eye had only light perception, while vision in his left eye measured 20/100 after correction. Frank was also quite unsociable, rarely interacting with other students in his classroom. The instructor reported that Frank rarely spoke to anyone unless he was first addressed and did not readily join in group activities. Frank was of average mental ability and suffered from no other physical disabilities. At the time of this referral, Frank was enrolled in a regular classroom.

When Frank expressed a liking for working with his hands, particularly in the area of sewing, he was givben a performance test. During evaluation he completed a variety of activities which measured his manual dexterity. Although a bit slower than average in his work pace, he nonetheless performed work which was average in quality.

He like working with hand equipment the most and expressed a wish to learn how to master the use of power machines as well. As a result, he was allowed to try out different types of hand equipment. In all cases, the instructor's reports were favorable.

The outcome of the evaluation was to identify a one-year industrial sewing program which would take Frank out of his classroom for half of each day. The aim of the program was to teach him the uses and techniques of basic hand equipment. In time Frank was to be taught to be proficient in the use of the various larger industrial sewing machines. Another aim of this program was to encourage Frank to increase his interaction with other students in his class.

Dr. Woodward, the school administrator, had just returned from a professional development workshop. As one of the workshop activities, Dr. Woodward had written a philosophy on serving the handicapped that reflected current state and federal guidelines.

After learning of Frank's placement in the power sewing machine program, Dr. Woodward obtained information and resources that would be helpful to the instructor. Dr. Woodward inquired about the location of exemplary programs and encouraged the instructor to visit them and speak to the program instructors.

Dr. woodward observed the classroom to determine what changes were needed in order to accommodate Frank's handicap.

Dr. Woodward met with the instructor and explained her role and asked the instructor if he had worked with the visually impaired in the past. Together they reviewed Frank's IEP and permanent record file. Dr. Woodward mentioned comments she received from several of Frank's former teachers. Using this information, appropriate short and long term goals were discussed. Strategies and adaptations were discussed. The instructor developed a plan he would undertake to provide accommodations to ensure Frank's success in the program. Dr. Woodward suggested several resources and contact persons. At the next meeting, Dr. Woodward and the instructor reviewed the vocational component of the IEP that the instructor had developed. Dr. Woodward suggested several adaptations that could be done in the classroom. These suggestions were included in the plan.

CASE STUDY

LEADERSHIP INTERN PERFORMANCE ASSESSMENT FORM
Assist Teachers to Mainstream Handicapped Students

Directions: Indicate the level of the intern's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, place an X in the N/A box.

	LEVEL OF PERFORMANCE				
	N	P	F	G	
N	O	O	A	O	E
/	N	O	I	O	X
A	E	R	R	D	C

Before meeting with the teacher to develop a plan of action, the Leadership Intern:

1. demonstrated a positive attitude toward mainstreaming by:
   a. staying involved in a planned program of professional development to keep current on theory and practice in serving handicapped learners (including state/federal legislation) (_) (_) (_) (_) (_) (_)

   b. developing a written philosophy on serving handicapped learners that is up-to-date and embraces state and federal guidelines, school district philosophy and current theory and practice..... (_) (_) (_) (_) (_) (_)

2. obtained data, became current about available resources, developed a list of current resources and support groups..... (_) (_) (_) (_) (_) (_)

3. encouraged the teacher to become more aware of mainstreaming by visiting sites, talking with peers, etc., about mainstreaming practices (_) (_) (_) (_) (_) (_)

4. observed the teacher's shop/classroom to assess:
   a. physical facilities..... (_) (_) (_) (_) (_) (_)

   b. classroom management styles.... (_) (_) (_) (_) (_) (_)

While meeting with the teacher to develop a plan of action (IVEP), the Leadership Intern:

5. exhibited helping skills..... (_) (_) (_) (_) (_) (_)

6. explained his or her own role as facilitator..... (_) (_) (_) (_) (_) (_)

7. helped in determining the teacher's knowledge base concerning mainstreaming through discussion..... (_) (_) (_) (_) (_) (_)

8. reviewed available information which included:
   a. IEP..... (_) (_) (_) (_) (_) (_)
   b. prior teacher assessments..... (_) (_) (_) (_) (_) (_)

9. helped the teacher to identify realistic long-term/short-term objectives for the IVEP..... (_) (_) (_) (_) (_) (_)

10. helped to develop a written plan of action (IVEP)..... (_) (_) (_) (_) (_) (_)

11. assisted the teacher in identifying:
    a. resource materials..... (_) (_) (_) (_) (_) (_)
    b. support personnel..... (_) (_) (_) (_) (_) (_)

During implementation of the plan of action, the Leadership Intern:

12. functioned as a helper/facilitator during implementation by:
    a. suggesting changes or modifications where appropriate.... (_) (_) (_) (_) (_) (_)
       1. instructional materials/ methods..... (_) (_) (_) (_) (_) (_)
       2. equipment or facilities.. (_) (_) (_) (_) (_) (_)
    b. utilizing resources or support personnel..... (_) (_) (_) (_) (_) (_)

13. helped the teacher to periodically review progress..... (_) (_) (_) (_) (_) (_)

While doing evaluation, the Leadership Intern:

14. assessed progress toward short-term/long-term goals..... (_) (_) (_) (_) (_) (_)

15. helped the teacher to revise plan and implement changes..... (_) (_) (_) (_) (_) (_)

Feedback

Evaluate your competence by comparing your completed assessment form with the "Model Assessment Form" below. Your assessment should match the "Model Assessment Form" exactly.

MODEL ASSESSMENT

LEADERSHIP INTERN PERFORMANCE ASSESSMENT FORM
Assist Teachers to Mainstream Handicapped Students

Directions: Indicate the level of the intern's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, place an X in the N/A box.

	LEVEL OF PERFORMANCE				
	N	P	F	G	
N	O	O	A	O	E
/	N	O	I	O	X
A	E	R	R	D	C

Before meeting with the teacher to develop a plan of action, the Leadership Intern:

1. demonstrated a positive attitude toward mainstreaming by:
   a. staying involved in a planned program of professional development to keep current on theory and practice in serving handicapped learners (including state/federal legislation) (_) (_) (_) (_) (_) (X)

   b. developing a written philosophy on serving handicapped learners that is up-to-date and embraces state and federal guidelines, school district philosophy and current theory and practice..... (_) (_) (_) (_) (_) (X)

2. obtained data, became current about available resources, developed a list of current resources and support groups..... (_) (_) (_) (_) (X) (_)

3. encouraged the teacher to become more aware of mainstreaming by visiting sites, talking with peers, etc., about mainstreaming practices (_) (_) (_) (_) (X) (_)

4. observed the teacher's shop/classroom to assess:
   a. physical facilities..... (_) (_) (_) (_) (_) (X)

   b. classroom management styles.... (_) (_) (_) (_) (X) (_)

While meeting with the teacher to develop a plan of action (IVEP), the Leadership Intern:

5. exhibited helping skills..... (_) (_) (_) (_) (_) (X)

6. explained his or her own role as facilitator..... (_) (_) (_) (_) (_) (X)

7. helped in determining the teacher's knowledge base concerning mainstreaming through discussion..... (_) (_) (_) (_) (X) (_)

8. reviewed available information which included:
   a. IEP..... (_) (_) (_) (_) (_) (X)
   b. prior teacher assessments..... (_) (_) (_) (_) (_) (X)

9. helped the teacher to identify realistic long-term/short-term objectives for the IVEP..... (_) (_) (_) (_) (_) (X)

10. helped to develop a written plan of action (IVEP)..... (_) (_) (_) (_) (_) (X)

11. assisted the teacher in identifying:
    a. resource materials..... (_) (_) (_) (_) (_) (X)
    b. support personnel..... (_) (_) (_) (_) (_) (X)

During implementation of the plan of action, the Leadership Intern:

12. functioned as a helper/facilitator during implementation by:
    a. suggesting changes or modifications where appropriate.... (_) (_) (_) (_) (X) (_)
       1. instructional materials/methods..... (_) (_) (_) (_) (X) (_)
       2. equipment or facilities.. (_) (_) (_) (_) (X) (_)
    b. utilizing resources or support personnel..... (_) (_) (_) (_) (_) (X)

13. helped the teacher to periodically review progress..... (_) (_) (_) (_) (_) (X)

While doing evaluation, the Leadership Intern:

14. assessed progress toward short-term/long-term goals..... (_) (_) (_) (_) (_) (X)

15. helped the teacher to revise plan and implement changes..... (_) (_) (_) (_) (X) (_)

Dr. Woodward fulfilled all the requirements needed in assisting an instructor to mainstream a handicapped student. Her helping skills and guidance enabled the instructor to meet the individual needs of the student.

Level of Performance: Your completed assessment should agree with the Model Assessment Form in that all criterion statements were rated good or excellent. If you missed some points or have questions about the assessment you made, review the material in the recommended readings on pp 32 of this guide or check with your resource person if necessary.

LEARNING EXPERIENCE VI

Overview

Terminal Objective

While working in an actual vocational leadership position, assist an instructor to mainstream a handicapped student.

As part of your administrative duties, assist an instructor to mainstream a handicapped student. This will include:

* reviewing recent literature on serving handicapped learners
* examining your philosophy for serving handicapped students
* obtaining a current list of school and community resources
* identifying an instructor who needs assistance, and meet with the instructor to develop a plan
* providing appropriate help to the instructor in implementing the plan

NOTE: Due to the nature of this activity, you will need to have access to an actual school situation over an extended period of time (e.g., one semester).

As you conduct each of the above activities, document your actions in writing, on tape, videotape, through a log, for assessment purposes.

Your resource person may want you to submit your written plan to her/him for evaluation prior to meeting with the instructor.

Feedback

Arrange to have your resource person review your documentation.

Your total competency will be assessed by your resource person, using the Leadership Intern Performance Assessment Form on pp 31-33.

Based on the criteria specified in this assessment instrument, your resource person will determine whether you are competent in assisting a teacher to mainstream a handicapped student.

LEADERSHIP INTERN PERFORMANCE ASSESSMENT FORM
Assist Teachers to Mainstream Handicapped Students

Directions: Indicate the level of the intern's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, place an X in the N/A box.

	LEVEL OF PERFORMANCE				
	N	P	F	G	
N	O	O	A	O	E
/	N	O	I	O	X
A	E	R	P	D	C

Before meeting with the teacher to develop a plan of action, the Leadership Intern:

1. demonstrated a positive attitude toward mainstreaming by:
   a. staying involved in a planned program of professional development to keep current on theory and practice in serving handicapped learners (including state/federal legislation) (_) (_) (_) (_) (_) (_)

   b. developing a written philosophy on serving handicapped learners that is up-to-date and embraces state and federal guidelines, school district philosophy and current theory and practice..... (_) (_) (_) (_) (_) (_)

2. obtained data, became current about available resources, developed a list of current resources and support groups..... (_) (_) (_) (_) (_) (_)

3. encouraged the teacher to become more aware of mainstreaming by visiting sites, talking with peers, etc., about mainstreaming practices (_) (_) (_) (_) (_) (_)

4. observed the teacher's shop/classroom to assess:
   a. physical facilities..... (_) (_) (_) (_) (_) (_)

   b. classroom management styles.... (_) (_) (_) (_) (_) (_)

While meeting with the teacher to develop a plan of action (IVEP), the Leadership Intern:

5. exhibited helping skills..... (_) (_) (_) (_) (_) (_)

6. explained his or her own role as facilitator..... (_) (_) (_) (_) (_) (_)

7. helped in determining the teacher's knowledge base concerning mainstreaming through discussion..... (_) (_) (_) (_) (_) (_)

8. reviewed available information which included:
   a. IEP..... (_) (_) (_) (_) (_) (_)
   b. prior teacher assessments..... (_) (_) (_) (_) (_) (_)

9. helped the teacher to identify realistic long-term/short-term objectives for the IVEP..... (_) (_) (_) (_) (_) (_)

10. helped to develop a written plan of action (IVEP)..... (_) (_) (_) (_) (_) (_)

11. assisted the teacher in identifying:
   a. resource materials..... (_) (_) (_) (_) (_) (_)
   b. support personnel..... (_) (_) (_) (_) (_) (_)

During implementation of the plan of action, the Leadership Intern:

12. functioned as a helper/facilitator during implementation by:
   a. suggesting changes or modifications where appropriate.... (_) (_) (_) (_) (_) (_)
      1. instructional materials/ methods..... (_) (_) (_) (_) (_) (_)
      2. equipment or facilities.. (_) (_) (_) (_) (_) (_)
   b. utilizing resources or support personnel..... (_) (_) (_) (_) (_) (_)

13. helped the teacher to periodically review progress..... (_) (_) (_) (_) (_) (_)

While doing evaluation, the Leadership Intern:

14. assessed progress toward short-term/long-term goals..... (_) (_) (_) (_) (_) (_)

15. helped the teacher to revise plan and implement changes..... (_) (_) (_) (_) (_) (_)

Level of Performance: All items must receive N/A, Good or Excellent responses. If any item receives a NONE, POOR, or FAIR, the resource person should meet with his or her supervisor to determine what additional activities the intern needs to complete in order to reach competency in the weak area(s).

RESOURCE PERSON'S FEEDBACK BOOKLET

(Confidential)

This booklet contains a number of easy-to-complete questions about the learning guide you just completed. Please respond to each question as frankly as possible. You need not respond to any item about which you feel reluctant.

The items are designed only to collect information related to the learning guide. Your responses will be kept confidential and not be used to make any judgmental statements about you or anyone else. It is further understood that your participation is voluntary. The only reason your name is requested is so the instruments completed by you can be matched.

Name_____

School_____

Date_____

Learning Guide Name_____

NOTE: The learning guide should be available for your reference while completing this booklet.

Directions: Please complete this inventory by placing checks ( ) in the blanks which best relfect your views. Unless otherwise indicated, check only one blank per item. You are also encouraged to write "comments" in the spaces provided to explain your responses whenever you desire.

A. Background Data

1. What is the highest level of formal post-secondary education you have completed?

_____ 1 none
_____ 2 one year
_____ 3 two years
_____ 4 Three years
_____ 5 Bachelor's Degree
_____ 6 Master's Degree
_____ 7 Education Specialist
_____ 8 Doctorate

2. How many years of teaching experience have you completed?

_____ 1 none
_____ 2 one
_____ 3 two
_____ 4 three to five
_____ 5 more than five years

3. Are you currently teaching or have you taught full-time during the past three years?

_____ 1 yes, mostly at the post-secondary level
_____ 2 yes, mostly at the secondary level
_____ 3 yes (other, please explain) _____
_____ 4 no

4. Which one instructional area best describes the area in which you teach or are planning to teach?

_____ 1 agriculture education
_____ 2 business and office
_____ 3 distributive education
_____ 4 health occupations
_____ 5 home economics
_____ 6 industrial arts
_____ 7 technical education
_____ 8 trade and industrial
_____ 9 other (please explain)_____

B. Learning Guide Data

5. Approximately how much time (in hours) did you spend completing this learning guide?

_____ 1 hours

6. Did the learning guide require a reasonable amount of time considering the competency involved?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

7. Which of the following played a significant part in your achieving the competency described in the terminal objective of the learning guide? (check all that apply)

_____ 1 the learning guide itself Comments:
_____ 2 the resource person
_____ 3 peers in class
_____ 4 resources other than those mentioned above

8. Did the learning guide introduction clearly explain the purpose of the learning guide?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

9. Were the directions within the learning guide easily understood?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

10. Were the objectives of the learning guide clearly stated?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

11. Which of the following learning experiences did you start? (check all that apply)

_____ 1 I _____ 6 VI
_____ 2 II
_____ 3 III
_____ 4 IV
_____ 5 V

12. Which of the following learning experiences did you complete? (check all that apply)

_____	1 I	_____	4 IV
_____	2 II	_____	5 V
_____	3 III	_____	6 VI

13. Did you complete any of the optional learning activities?

_____ 1 yes, most of them
_____ 2 yes, a few of them
_____ 3 no

Comments:

14. Were the learning experiences clear and easy to understand?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

15. Were the learning experiences realistic in terms of your being able to complete them?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

16. Were the learning experiences logically sequenced?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

17. How adequate was the content contained in the information sheet(s)?

_____ 1 too much detail was provided
_____ 2 it was just about right
_____ 3 too little detail was provided

Comments:

18. Was the information presented consistent throughout the learning guide (no contradictions)?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

19. Did the learning guide help you fill gaps in your knowledge or ability to perform the competency without making you repeat what you already knew?

_____ 1 yes, most of the time Comments:
_____ 2 yes, some of the time
_____ 3 yes, a few times
_____ 4 no

20. Is the information in the learning guide relevant to your professional development?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 4 definitely not

21. Does the learning guide contain any flagrant bias (e.g., economic, ethnic, racial, sexual, or cultural bias)?

_____ 1 no
_____ 2 yes (please explain) _____
_____

22. Did the feedback provided at the end of each learning experience keep you well informed about your progress?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

23. Was the format of the learning guide well organized?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

24. Compare your experience in completing this learning guide with your traditional college education courses. Place a check ( ) in the most appropriate space after each of the following items:

	Module	Traditional
1 Generally more interesting	_____	_____
2 Allows more personal contact to be made. .	_____	_____
3 Activities are more motivating	_____	_____
4 Allows more opportunity to work at your own pace.	_____	_____
5 Provides greater variety of experience . .	_____	_____
6 Helps achieve greater competence in teaching skills.	_____	_____
7 More efficient in use of time.	_____	_____

25. Did you enjoy using this method of instruction more than conventional methods?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

Directions Please provide written responses to the following three items

26. What did you like best about this learning guide?

A.

B.

C.

D.

27. What did you like least about this module?

A.

B.

C.

D.

28. Please provide any additional comments or suggestions that could help the author improve this learning guide.

APPENDIX E

Directions: Please complete this inventory by placing checks ( ) in the blanks which best relfect your views. Unless otherwise indicated, check only one blank per item. You are also encouraged to write "comments" in the spaces provided to explain your responses whenever you desire.

A. Background Data

1. What is the highest level of formal post-secondary education you have completed?

____	1 none	4	5 Bachelor's Degree
____	2 one year	11	6 Master's Degree
____	3 two years	6	7 Education Specialist
____	4 Three years	1	8 Doctorate

2. How many years of teaching experience have you completed?

____ 1 none
____ 2 one
____ 3 two
3 4 three to five
9 5 more than five years

3. Are you currently teaching or have you taught full-time during the past three years?

1 1 yes, mostly at the post-secondary level
5 2 yes, mostly at the secondary level
5 3 yes (other, please explain) _____
10 4 no

4. Which one instructional area best describes the area in which you teach or are planning to teach?

____ 1 agriculture education
____ 2 business and office
____ 3 distributive education
____ 4 health occupations
____ 5 home economics
____ 6 industrial arts
1 7 technical education
1 8 trade and industrial
18 9 other (please explain)_____

B. Learning Guide Data

5. Approximately how much time (in hours) did you spend completing this learning guide?

____ 1 hours

6. Did the learning guide require a reasonable amount of time considering the competency involved?

8	1 definitely yes	Comments:
10	2 yes	
	3 not sure	
3	4 no	
	5 definitely not	

7. Which of the following played a significant part in your achieving the competency described in the terminal objective of the learning guide? (check all that apply)

19	1 the learning guide itself	Comments:
7	2 the resource person	
4	3 peers in class	
5	4 resources other than those mentioned above	

8. Did the learning guide introduction clearly explain the purpose of the learning guide?

11	1 definitely yes	Comments:
9	2 yes	
	3 not sure	
	4 no	
	5 definitely not	

9. Were the directions within the learning guide easily understood?

8	1 definitely yes	Comments:
13	2 yes	
	3 not sure	
	4 no	
	5 definitely not	

10. Were the objectives of the learning guide clearly stated?

6	1 definitely yes	Comments:
15	2 yes	
	3 not sure	
	4 no	
	5 definitely not	

11. Which of the following learning experiences did you start? (check all that apply)

18	1 I	10	6 VI
17	2 II		
17	3 III		
16	4 IV		
15	5 V		

12. Which of the following learning experiences did you complete? (check all that apply)

16	1 I	14	4 IV
17	2 II	11	5 V
17	3 III	9	6 VI

13. Did you complete any of the optional learning activities?

1	1 yes, most of them	Comments:
8	2 yes, a few of them	
9	3 no	

14. Were the learning experiences clear and easy to understand?

7	1 definitely yes	Comments:
13	2 yes	
	3 not sure	
	4 no	
	5 definitely not	

15. Were the learning experiences realistic in terms of your being able to complete them?

6	1 definitely yes	Comments:
14	2 yes	
1	3 not sure	
	4 no	
	5 definitely not	

16. Were the learning experiences logically sequenced?

7	1 definitely yes	Comments:
11	2 yes	
1	3 not sure	
2	4 no	
	5 definitely not	

17. How adequate was the content contained in the information sheet(s)?

3	1 too much detail was provided	Comments:
18	2 it was just about right	
	3 too little detail was provided	

18. Was the information presented consistent throughout the learning guide (no contradictions)?

6	1 definitely yes	Comments:
15	2 yes	
	3 not sure	
	4 no	
	5 definitely not	

19. Did the learning guide help you fill gaps in your knowledge or ability to perform the competency without making you repeat what you already knew?

9 1 yes, most of the time
6 2 yes, some of the time
2 3 yes, a few times
____ 4 no

Comments:

20. Is the information in the learning guide relevant to your professional development?

6 1 definitely yes
11 2 yes
3 3 not sure
____ 4 no
____ 4 definitely not

Comments:

21. Does the learning guide contain any flagrant bias (e.g., economic, ethnic, racial, sexual, or cultural bias)?

19 1 no
1 2 yes (please explain) _____

22. Did the feedback provided at the end of each learning experience keep you well informed about your progress?

4 1 definitely yes
13 2 yes
2 3 not sure
____ 4 no
____ 5 definitely not

Comments:

23. Was the format of the learning guide well organized?

8 1 definitely yes
13 2 yes
____ 3 not sure
____ 4 no
____ 5 definitely not

Comments:

24. Compare your experience in completing this learning guide with your traditional college education courses. Place a check ( ) in the most appropriate space after each of the following items:

	Module	Traditional
1 Generally more interesting	15	3
2 Allows more personal contact to be made. .	13	3
3 Activities are more motivating	18	1
4 Allows more opportunity to work at your own pace.	19	0
5 Provides greater variety of experience . .	16	1
6 Helps achieve greater competence in teaching skills.	15	1
7 More efficient in use of time.	15	3

25. Did you enjoy using this method of instruction more than conventional methods?

3 1 definitely yes
11 2 yes
4 3 not sure
____ 4 no
____ 5 definitely not

Comments:

Directions Please provide written responses to the following three items

26. What did you like best about this learning guide?

A.

B.

C.

D.

27. What did you like least about this module?

A.

B.

C.

D.

28. Please provide any additional comments or suggestions that could help the author improve this learning guide.

3. both post-secondary and secondary, tutor small group and individualized

4. special education (4), administration (3), special education supervision, mathematics, resource person, principal, guidance and counseling, liaison for special needs, student personnel, support person (3)

5. 2 hours (10), 3 hours (3), 4 hours (3), 5 hours (4), 9 hours

6. may be too much for one competency, the special needs learner is of concern to all teachers, a lot of material to be covered for one competency, the material was quite extensive to read, however, it was all valuable-maybe could be split into two competencies

7. all are essential to developing the competency to its fullest, vo-tech guidance counselor can do a great deal in planning a successful placement, the reading material was excellent-assessment forms were vague on a few statements, have direct application of this competency at an AVTS

8. the guide is very self explanatory

9. until the last three units of questions

11. I read through all the learning experiences completely, reviewed all of them, these involve my own self evaluation along with a staff evaluation which will be developed later

12. read all of them, I began work with my own staff and identified students

13. read all of them, already had done some of the optional activities, visited REACH

14. the reading materials provided under activity areas were in most instances pertinent and informative

15. it would require a lot of time and experience to become competent, very time consuming

16. state and federal definitions should be included in LE I instead of LE II

17. there was a lot of detail but most of it was revelant, some was a little too in depth, should incorporate more field experience tasks, the vo-tech instructor often has handicapped students placed without complete information-reading about handicapped students and working and modifying are quite a bit different, never too much detail

18. seemed to be

19. the information provided me with a lot of knowledge and made me aware that I had to do some research in this area, as a professional in this field I'm aware of most of this but for an administrator it seems to be sufficient, I have the advantage of being a special eduation instructor in a vo-tech setting and can relate much of this material to shop settings

20. yes I'm trying to become more competent in the area of vocational education, only if it can be applied

21. none that I could see or determine

22. need more feedback time to meet with appropriate personnel, case studies are hard to judge-a review of a video tape of a helping conference may have been an addition to LE IV or V

23. very well organized

25. regardless of professional degree it is still learning and a teacher is essential to guiding the student, yes I plan on using a similar format in an upcoming project, working at my own pace-studied what I wanted, I like the personal contact that you have in the traditional classroom-you have the opportunity to discuss various ideas, problems, etc.

26. What did you like best about this learning guide?

- required written philosophy, checklist of performance assessment, case studies
- module learning style, information is realistic and practical, you can work at your own pace
- organization and outlining, good suggested activities and optional activities, enjoyable real-life case study situations, assessment ideas
- it does a comprehensive job
- it give the instructor something in hand to use as easy reference
- very ease to follow with fine activities, well researched
- excellent organization, excellent resources
- variety of activities, format
- well presented, self-paced, easy to follow
- step by step process; format was consistent, easy to follow, and complete in learning cycle; activities were realistic backed by reading, resources and case studies; give the intern a logical step by step process to follow when completing the task
- worthwhile experience, easy to follow directions, could move at my own pace
- more relevant to the training at hand, no useless lectures to listen to, the work that is being done is useful in your line of work, don't have to travel
- organization is logical and sequential, relevancy of content
- well written, told you what you had to do and how to do it

- objectives were clearly written and easily understood, guide provides for feedback at end of each experience, format is well organized
- case studies, variety of activities, flexibility
- objectives are easy to follow, required and optional materials are footnoted, feedback is good,hands-on part of the tool
- individualization of learning styles, systematic approach to learning (organization), abundance of materials (material availability)
- clearly stated objectives, allows time to work at your own pace, allows contact to be made with other professionals
- well researched, well written, good reference materials
- self motivating, work at own pace

27. What did you like least about this module?

- would have liked to see attitudes check a requirement instead of an optional activity, possible to include examples of written philosophies in practice, documentation of how philosophy and administrator's role was explained to faculty
- lengthy
- lacks practical strategies - dealing with people is human relations, the ability to influence personnel doesn't depend so much on one's knowledge as much as skill in getting others to do what has to be done
- I have seen instructors use the module method and am not sure time is budgeted most efficiently with this method, limited (once a week) contact with support staff may not be enough to anwsers questions or help with problems that aren't on a weekly schedule
- case studies for feedback
- the number of supplemental reading materials, lack of labels on these supplemental reading materials
- lack of flexibility, lack of interacting with others
- I would hope that the modules would not act as a benchmark for minimum competencies, would like to see some flexibility for learner directed activities
- if not self-motivated you could come to a standstill
- the extra paper work, the repeated requests for the same material
- its a lot of material to cover and it would take a lot to time to complete
- in some areas too much is sometimes expected
- amount of reading material
- slight repitition in places (I'm not sure that's bad, however), too much material-too fast
- too long

Additional comments . . .

- very appropriate and worthwhile module, administrative support and involvement is so important

- I feel the learning guide is very well done, some of this material would also make excellent inservice material
- it was educationally rewarding
- overall, this is an outstanding module
- developing information sheets addressing the key points covered in the supplemental materials would help to make the module more self contained
- might be beneficial to have the intern discuss philosophical concepts with practicioners within the school setting when developing a written philosophy, is there an opportunity to develop additional activities based upon mutual agreement, very good culminating activity that takes previous learning activities into consideration, I was also impressed with the text, Handbook of Special Vocational Needs Education
- generally speaking, the author did an admirable job in preparing this guide
- ninety-five percent of all required reading was very appropriate, some things such as the models presented in the position paper are not that appropriate
- perhaps you may want to add both IU and district special education plans under reading activities. Emerging technology is available in the computer assistance of handicapped students, it might be beneficial to have students visit centers to gain more insight. You might want to have students interview psychologists and program supervisors regarding testing, program development, etc. as an activity
- I'm really impressed with what I've seen overall. I have no major comments for improvement
- very good
- very good module-I would difinitely change the typing format to reduce the number of pages which seem unrealistic at first

APPENDIX F

INDIANA UNIVERSITY OF PENNSYLVANIA
Vocational Leadership Development

LEADERSHIP PERFORMANCE ASSESSMENT FORM
Assessment Criteria Guidelines

To facilitate your review of the Leadership Performance Assessment Forms (LPAFs), please focus your thinking on the following guidelines:

1. Do the assessment criteria represent an appropriate sample of the behaviors you regard as essential for evaluating one's performance of the particular competency?

2. Are the assessment criteria in the instrument logically derived from the competency being measured?

3. Do the stated assessment criteria require application of the competency being measured?

4. Are the assessment criteria appropriate for observing one's performance in an on-the-job situation?

5. Are the assessment criteria likely to be understood by a candidate prior to instruction?

6. Would a number of evaluators be likely to interpret the assessment criteria in a similar way?

7. Will the assessment criteria permit evaluation of the candidate by means of evidence such as:
   a. direct observation?
   b. a videotape recording of the desired behavior?
   c. a tangible product of the desired behavior? (usually written document)

8. Do the assessment criteria reflect current and up-to-date leadership behavior related to the competency (i.e., Chapters 5, 6, and 49, changes in funding, state and federal guidelines, and so forth)?

9. Do the assessment criteria incorporate current leadership terminology?

10. Do the assessment criteria equally address males and females in the leadership behavior(s) related to the competency?

11. Do the assessment criteria incorporate language equally representing males and females (i.e., neuter words/terms, she/he;he/she, consistency, parallel construction, and so forth)?

12. Do the assessment criteria identify leadership behaviors related to diverse populations (i.e., handicapped, disadvantaged, gifted, etc.) where appropriate?

13. Do the assessment criteria reflect a sensitivity towards diverse populations?

14. Do the assessment criteria reflect equal access if appropriate to the competency?

INDIANA UNIVERSITY OF PENNSYLVANIA
Center for Vocational Personnel Preparation

Director of Vocational Education
Elective Competencies

Management of Curriculum

703 Cooperate with other educational agencies in vocational education planning and operation. (3)

706 Identify population for vocational education needs assessment. (3)

707 Determine data gathering strategies. (3)

708 Generate a needs assessment instrument. (3)

709 Train data collectors. (3)

710 Administer needs assessment instrument. (3)

725 Obtain approval for a vocational education program. (3)

730 Implement a systematic evaluation of the vocational education curricula to facilitate management decisions. (3)

Management of Instruction

734 Assist instructors to determine the needs and interests of students. (4)

736 Assist instructors to sequence performance objectives. (4)

737 Assist instructors to develop units of instruction. (4)

739 Assist instructors to write lesson plans. (4)

740 Assist instructors to select teaching/learning styles. (4)

743 Assist instructors to assess instructional materials. (4)

Revised 4/84
Director Elect.

744 Assist instructors to implement instructional materials modifications. (3)

747 Assist instructors to develop skills in mediated execution of instruction. (4)

750 Assist instructors to develop guidance skills. (4)

752 Assist instructors to develop skills in planning and implementing a student vocational organization. (4)

753 Assist instructors to maintain a viable professional role and to direct student teacher development. (4)

754 Assist instructors to plan a cooperative education program. (4)

755 Assist instructors to implement a cooperative education program. (4)

Management of Personnel

764 Prepare a job description for all positions. (4)

767 Maintain a personnel handbook. (4)

771 Conduct staff meetings. (4)

773 Maintain personnel and employment records. (3)

Management of Communications

777 Seek and recognize verbal and non-verbal feedback. (4)

781 Articulate curriculum with other agencies (local, community college, and university). (4)

785 Speak in support of vocational education to individuals and groups. (4)

Revised 4/84
Director Elect.

786 Prepare news releases, brochures, and other printed materials to support vocational education. (3)

789 Inform the community regarding provisions of laws pertaining to vocational education. (4)

790 Respond to both positive and negative community feedback related to the vocational education program. (4)

792 Prepare status reports on vocational education. (4)

794 Organize exchange visits between students and community organizations. (3)

795 Implement policy for internal/external communication for vocational education. (3)

796 Write memos, letter, notices, etc., to transmit information about the vocational education program. (4)

797 Conduct recognition program for school and community supporters of vocational education.

Management of Student Services

799 Coordinate recruitment and admissions of vocational students. (3)

800 Provide a vocational student counseling program. (3)

802 Maintain a system of students' records. (3)

803 Coordinate the vocational student transportation system. (3)

804 Arrange for a vocational student work experience program. (3)

Management of Personal/Professional Development

810 Participate in professional organizations. (5)

Revised 4/84
Director Elect.

813 Maintain positive mental-health. (5)

815 Read professional literature. (4)

Management of Physical Facilities

825 Supervise food service facilities. (3)

Management of Business and Finance

834 File reimbursement claims with the State Bureau of Vocational Education. (3)

Revised 4/84
Director Elect.

APPENDIX G

IUP
INDIANA, PENNSYLVANIA 15705
Center for Vocational Personnel Preparation • Reschini House • 412-357-4434

July 6, 1984

Dear School Leadership Resource Person:

As a School Leadership Resource Person in IUP's Leadership Development Program, you are a valuable and important link in the training of vocational supervisors and administrative directors. We here at the Vocational Center consider you as a "first line" of assistance to our leadership interns. With the practical experience based on several years of serving on the job, your advice and personal leadership skills serve as an integral part of the leadership training team.

Because of the vital role you play in the Leadership Development Program, the Vocational Center at IUP will conduct a 1 1/2 day inservice training session for new, experienced, and potential school leadership resource persons. We are conducting the training session at the Howard Johnson Motor Inn, Route 19 and I-80, in Mercer, PA on Thursday and Friday, August 16 and 17, 1984. This inservice training session will focus on your role in assisting the leadership interns complete the competencies for the Supervisor and Director Programs and your role in assisting these interns in serving diverse populations.

The tentative agenda will be:

Thursday, August 16

1:00-1:30	Registration for New and Prospective School Leadership Resource Persons
1:30-4:30	Orientation and Update for New and Prospective Resource Persons
4:30-5:00	Registration for Veteran School Leadership Resource Persons
5:00-6:00	Dinner
6:30-9:30	The Administrative Intern as an Additional Staff Person -- The IUP Program

Friday, August 17

7:30-8:30	Breakfast
8:30-12:00	Working Session: Assisting Administrative Interns in Serving Diverse Populations
12:00-1:00	Lunch
1:00-2:30	Session continued

Please note the late registration for veteran SLRP's.

Stipends will be awarded to participants of this inservice. Room and meal accommodations will be provided by the Center. A block of double rooms has been reserved.

Please complete the enclosed form and return it in the pre-addressed, business reply envelope at your earliest convenience but no later than July 25, 1984.

We are looking forward to working with you at the inservice training session.

Sincerely,

William Silkman
Inservice Coordinator
Eleanor Bicanich
Project Coordinator

EB:nlm
encl.

iup
INDIANA, PENNSYLVANIA 15705
Center for Vocational Personnel Preparation • Reschini House • 412-357-4434

July 6, 1984

Dear School Administrator:

The Center for Vocational Personnel Preparation at IUP has been offering vocational administrative preparation programs since the Fall semester of 1980. Areas of certification include curriculum specialist, comprehensive vocational supervisor, and vocational administrative director. The programs are competency-based and entirely field-centered. All competencies are developed at a local education agency setting with the assistance of a certified administrator from that agency and under the direction of educational leadership educators from Indiana University of Pennsylvania.

Among the goals of the leadership program is to provide prospective administrators with practical experiences that accurately reflect the role of an educational leader. To accomplish this goal, we feel it necessary to provide our interns with field experiences in both the area vocational technical and comprehensive high school settings.

Your school has been recommended as one of several possible internship sites within our service delivery area. We are, therefore, inviting you to become a member of our leadership training team. The specific role is referred to as a school leadership resource person. You would become part of a three-person team that provides learning experiences, support services, and assessment to intern administrators.

We are requesting interested vocational administrators from our service delivery area to attend a 1 1/2 day school leadership resource person training session at the Howard Johnson Motor Inn just off Interstate 80 in Mercer, PA on Thursday and Friday, August 16 & 17, 1984. In addition to receiving training as a resource person, you will realize the benefits to you and your school of having a leadership intern develop competencies under your supervision, as well as acquiring appreciation of the vital role school leadership resource persons play in our Leadership Development Program.

The tentative agenda will be:

Thursday, August 16

1:00-1:30	Registration for New and Prospective School Leadership Resource Persons
1:30-4:30	Orientation and Update for New and Prospective Resource Persons
4:30-5:00	Registration for Veteran School Leadership Resource Persons
5:00-6:00	Dinner
6:30-9:30	The Administrative Intern as an Additional Staff Person -- The IUP Program

Friday, August 17

7:30-8:30	Breakfast
8:30-12:00	Working Session: Assisting Administrative Interns in Serving Diverse Populations
12:00-1:00	Lunch
1:00-2:30	Session continued

Stipends will be awarded to participants of this inservice. Room and meal accommodations will be provided by the Center. A block of double rooms has been reserved.

Please complete the enclosed form and return it in the pre-addressed, business reply envelope at your earliest convenience but no later than July 25, 1984.

We are looking forward to working with you at the inservice training session.

Sincerely,

William Silkman
Inservice Coordinator
Eleanor Bicanich
Project Coordinator

EB:nlm
encl.

Indiana University of Pennsylvania
Center for Vocational Personnel Preparation

SCHOOL LEADERSHIP RESOURCE PERSON (SLRP) WORKSHOP
AGENDA

LOCATION: Howard Johnson Motor Inn
US 19 at I-80
Mercer, PA 16137

TIME: Thursday, August 16, 1984 1:00 pm - 9:30 pm
Friday, August 17, 1984 8:30 am - 2:30 pm

THURSDAY, AUGUST 16, 1984

1:00 - 1:15	**Registration of New And Prospective School Leadership Resource Persons**
1:15 - 1:30	Introductions
1:30 - 3:00	Components of a Competency Based Education Program Components of the IUP Leadership Program
3:00 - 3:15	Break
3:15 - 4:30	Overview of the Leadership Program
4:30	**Registration for Veteran School Leadership Resource Persons**
5:00 - 6:00	Dinner
6:30 - 7:30	The Administrative Intern as an Additional Staff Person
7:30 - 9:30	Role of the School Leadership Resource Person in Assisting Interns

FRIDAY, AUGUST 17, 1984

8:30 - 9:00	Orientation
9:00 - 10:15	Professional Development Competency--Assist Teachers to Work with Diverse Populations
10:15 - 10:30	Break
10:30 - 11:00	Discussion/Compilation
11:00 - 12:00	Identification of Related Knowledge/Attitudes in Assisting Interns to Work with Diverse Groups)
12:00 - 1:00	Lunch
1:00 - 2:00	Session continued
2:00 - 2:30	Wrap-up

LEADERSHIP RESOURCE PERSON
TRAINING SESSION
PARTICIPANTS

Robert Bickerstaff
Clarion County AVTS
RD #2, Box 400
Brookville, PA 15825

James E. Brown
Mercer County AVTS
32 Rosedale Avenue
Mercer, PA 16137

Robert Brown
Mercer County AVTS
PO Box 152
Mercer, PA 16137

Robert Brucker
Erie County AVTS
4011 Stellar Drive
Erie, PA 16506

Peter Carnovale
Sheffield Area HS
205 N Irvine Street
Warren, PA 16365

Donald Drake
Butler County AVTS
161 New Castle Road
Butler, PA 16001

B.A. Fisher
Crawford County AVTS
860 Thurston Road
Meadville, PA 16335

Charles A. Garrett
Wilmington Area HS
350 Wood Street
New Wilmington, PA 16142

David B. Jameson
Indiana County AVTS
RD #3, Box 6A, Hamill Road
Indiana, PA 15701

Robert F. Ketterer
Neshannock Area HS
3336 Plank Road
New Castle, PA 16105

Edward Latagliata
Seneca Valley HS
RD #1
Harmony, PA 16037

Howard E. Matthews
Lawrence County AVTS
750 Wood Street
New Castle, PA 16101

Milton Morozowich
State Correctional Facility
801 Butler Pike
Mercer, PA 16137

Kenneth R. Nusser
Mars Area HS
652 Meadow Lane
Rochester, PA 15074

Michael J. O'Toole
West Forest HS
Star Route 2, Box 15
Tionesta, PA 16353

Ronald Pagano
Keystone HS
Box 370
Knox, PA 16232

Robert Piemme
Corry AVTS
RD #3
Corry, PA 16407

Stephen C. Sarokon
Blairsville Area HS
124 Bradley Court
Indiana, PA 15701

John J. Smith
Johnstown AVTS
1235 Claythorne Drive
Johnstown, PA 15905

Charles E. Thompson
Union City HS
105 Concord Street
Union City, PA 16438

Richard G. Watson
Saltsburg Area HS
19 Romar Avenue
Latrobe, PA 15650

David A. Yard
Fort LeBoeuf HS
Waterford, PA 16441

Harry S. Zurasky
Mercer HS
225 South Shenango
Mercer, PA 16137

IUP
INDIANA, PENNSYLVANIA 15705
Center for Vocational Personnel Preparation • Reschini House • 412-357-4434

December 21, 1984

Robert Bickerstaff
RD #2, Box 400
Brookville, PA 15825

Dear School Leadership Resource Person:

Your participation in the School Leadership Resource Person (SLRP) inservice was invaluable to us as we constantly strive to update the vocational administrative preparation programs. I hope the training you received as a leadership resource person has been beneficial to you.

The information you provided us through your small group session has enabled our staff to:

-- develop a draft copy of a Leadership Performance Assessment Form (LPAF) to evaluate the competency: Assist A Teacher To Mainstream A Handicapped Student.

-- develop a draft copy of a learning guide to facilitate delivery of the competency.

-- provided feedback to assist in planning future meetings.

On Thursday, January 31 and Friday, February 1, 1985 we will conduct an inservice similiar to the one you attended. At this time we may call upon you to support our staff in reaching a new audience of administrators.

Thank you for your participation and I look forward to working with you.

Sincerely,

Eleanor Bicanich
Project Coordinator

EB:blf

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INDIANA, PENNSYLVANIA 15705
Center for Vocational Personnel Preparation • Reschini House • 412-357-4434

December 21, 1984

Dear School Administrator:

The Center for Vocational Personnel Preparation at IUP has been offering vocational administrative preparation programs since the Fall semester of 1980. Areas of certification include curriculum specialist, comprehensive vocational supervisor, and vocational administrative director. The programs are competency-based and entirely field-centered. All competencies are developed at a local education agency setting with the assistance of a certified administrator from that agency and under the direction of educational leadership educators from Indiana University of Pennsylvania.

Among the goals of the leadership program is to provide prospective administrators with practical experiences that accurately reflect the role of an educational leader. To accomplish this goal, we feel it necessary to provide our interns with field experiences in both the area vocational technical and comprehensive high school settings.

This past summer comprehensive high school and AVTS administrators throughout IUP's service region were invitied to attend a two-day training workshop on the Vocational Center's leadership programs. Nineteen of your colleagues completed the training which enabled them to be added to the Center's adjunct leadership staff and their school to be included among eligible internship sites. Several of you indicated you could not participate in the August training but would be interested in attending such an activity if it were repeated during the spring or fall 1984-85 semester.

We have scheduled a second training session for Thursday, January 31 and Friday, February 1, 1985, at the Holiday Inn, Butler, PA. In addition to receiving training as a resource person, you will realize the benefits to you and your school of having a leadership intern develop competencies under your supervision, as well as acquiring appreciation of the vital role school leadership resource persons play in our Leadership Development Program.

Indiana University of Pennsylvania
Center for Vocational Personnel Preparation

School Leadership Resource Person (SLRP) Workshop

Location: Holiday Inn
139 Pittsburgh Road, Route 8 South
Butler, PA

Time: Thursday, January 31, 1985
1:00 p.m. - 9:30 p.m.

Friday, February 1, 1985
8:30 a.m. - 2:30 p.m.

Name _____

Address _____

City _____ State _____ Zip _____

Telephone Number _____

Social Security Number _____

_____ Yes, I plan to attend the SLRP workshop.

_____ Sorry, I am unable to attend.

_____ Please arrange overnight accommodations and meals.

My roommate will be _____

_____ Please arrange for meals only, I will commute.

DEADLINE FOR RETURNS: January 15, 1985

Return to: SLRP Workshop
IUP Center for Vocational Personnel Preparation
Reschini House, IUP
Indiana, PA 15705

INDIANA, PENNSYLVANIA 15705
Center for Vocational Personnel Preparation • Reschini House • 412-357-4434

December 21, 1984

Dear School Leadership Resource Person:

As a School Leadership Resource Persbn in IUP's Leadership Development Program, your role is vital in the training of vocational supervisors and administrative directors. You provide the on-site assistance to our leadership interns. Your practical experience, advice and leadership skills are an integral part of the leadership training program.

Because of the importance of your role in the Leadership Development Program, the Vocational Center at IUP will conduct a 1 1/2 day inservice training session for new, experienced, and potential school leadership resource persons. We are conducting the training session at the Holiday Inn in Butler, PA on Thursday, January 31 and Friday, February 1, 1985. This inservice training session will focus on your role in assisting the leadership interns complete the competencies for the Supervisor and Director Programs and your role in assisting these interns in servicing diverse populations.

The tentative agenda will be:

Thursday, January 31, 1985

1:00 - 1:30	Registration for New and Prospective School Leadership Resource Persons
1:30 - 4:30	Orientation and Update for New and Prospective Resource Persons
4:30 - 5:00	Registration for Veteran School Leadership Resource Persons
5:00 - 6:00	Dinner
6:00 - 9:30	The Administrative Intern's Role

Friday, February 1, 1985

7:30 - 8:30	Breakfast
8:30 -12:00	Working Session: Assisting Administrative Interns in Serving Diverse Populations
12:00 - 1:00	Lunch
1:00 - 2:30	Session continued

Please note the late registration for veteran SLRP's.

Stipends will be awarded to participants of this inservice. Room and meal accommodations will be provided by the Center. A block of double rooms has been reserved.

Please complete the enclosed form and return it in the pre-addressed, business reply envelope at your earliest convenience but no later than January 15, 1985.

We are looking forward to working with you at the inservice training session.

Sincerely,

William R. Silkman

William Silkman, Instructor

Eleanor Bicanich

Eleanor Bicanich, Assistant Professor

blf

Enclosures

Indiana University of Pennsylvania
Center for Vocational Personnel Preparation

School Leadership Resource Person (SLRP) Workshop

Location: Holiday Inn
139 Pittsburgh Road, Route 8 South
Butler, PA

Time: Thursday, January 31, 1985
1:00 p.m. - 9:30 p.m.

Friday, February 1, 1985
8:30 a.m. - 2:30 p.m.

Name _____

Address _____

City _____ State _____ Zip _____

Telephone Number _____

Social Security Number _____

_____ Yes, I plan to attend the SLRP workshop.

_____ Sorry, I am unable to attend.

_____ Please arrange overnight accommodations and meals.

My roommate will be _____

_____ Please arrange for meals only, I will commute.

DEADLINE FOR RETURNS: January 15, 1985

Return to: SLRP Workshop
IUP Center for Vocational Personnel Preparation
Reschini House, IUP
Indiana, PA 15705

Indiana University of Pennsylvania
Center for Vocational Personnel Preparation

SCHOOL LEADERSHIP RESOURCE PERSON (SLRP) WORKSHOP
AGENDA

LOCATION: Conley's Best Western
470 Pittsburgh Road, Route 8 South
Butler, PA 16001

TIME: Thursday, January 31, 1985 1:00 pm - 9:30 pm
Friday, February 1, 1985 8:30 am - 2:30 pm

THURSDAY, JANUARY 31, 1985

1:00 - 1:15	**Registration of New And Prospective School Leadership Resource Persons**
1:15 - 1:30	Introductions
1:30 - 3:00	Components of a Competency-Based Education Program Components of the IUP Leadership Program
3:00 - 3:15	Break
3:15 - 4:30	Overview of the Leadership Program
4:30	**Registration for Veteran School Leadership Resource Persons**
5:00 - 6:00	Dinner
6:30 - 7:30	The Administrative Intern as an Additional Staff Person
7:30 - 9:30	Role of the School Leadership Resource Person in Assisting Interns

FRIDAY, FEBRUARY 1, 1985

8:30 - 9:00	Orientation
9:00 - 10:00	State-wide Survey: Current Practices and Needs in Mainstreaming in Pennsylvania Dr. Robert Hoellein, Educational Psychology Indiana University of Pennsylvania
10:00 - 10:15	Break
10:15 - 12:00	Professional Development Competency--Assist Teachers to Work with Diverse Populations
12:00 - 1:00	Lunch
1:00 - 2:00	Discussion/Compilation
2:00 - 2:30	Wrap-up

Leadership Resource Person Training Session

January 31 - February 1, 1985

Participants

James E. Brown
32 Rosedale Avenue
Greenville, PA 16125

George T. Drechsler
415 Portman Road
Butler, PA 16001

Charles A. Grace
RD #1
Venus, PA 16364

Bernard Liscik
375 Poplar Avenue
Indiana, PA 15701

Joseph Marcoline
83 Valley Road
Indiana, PA 15701

Kenneth R. Nusser
652 Meadow Lane
Rochester, PA 15074

Ronald L. Reyer
RD #1, Rolling Hills Drive
Zelienople, PA 16063

Andrew Ruzanic
Mercer County AVTS
PO Box 152
Mercer, PA 16137

David A. Yard
117 Wattsburg Road
Waterford, PA 16441

INDIANA, PENNSYLVANIA 15705
Center for Vocational Personnel Preparation • Reschini House • 412-357-4434

February 8, 1985

George T. Dreschsler
415 Portman Road
Butler, PA 16001

Dear George:

Indiana University of Pennsylvania's School Leadership Resource Person Inservice for new and veteran administrators held last week was a success because of your participation. Your willingness to become involved in our Leadership program and provide your expertise in developing new materials is invaluable to the Leadership Development Program at the Center for Vocational Personnel Preparation.

Enclosed is a pre-addressed, stamped envelope. Please return your evaluation form and the working copy of the learning guide you received at the inservice with your comments and recommendations. Also enclosed is a copy of the learning guide, "Assist an Instructor to Mainstream a Handicapped Student" for your files.

We appreciate your taking time from your busy schedule to assist us. Ed, Bill and I look forward to working with you in the future.

Sincerely,

Eleanor Bicanich
Project Coordinator

EB/gc

Enclosures

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SCHOOL LEADERSHIP RESOURCE PERSON WORKSHOP

Howard Johnson's - Mercer, PA

August 16-17, 1984

THE WORKSHOP:						
Was stimulating	5	4	3	2	1	Was dull, drab
Was useful to me	5	4	3	2	1	Was not useful to me
Addressed all my needs as a participant	5	4	3	2	1	Did not address my needs as a participant
Contained an appropriate amount of activities	5	4	3	2	1	Contained an inappropriate amount of activities
Provided ample opportunity to interact with others	5	4	3	2	1	Provided no opportunity to interact with others
Met my expectations	5	4	3	2	1	Did not meet my expectations
WORKSHOP MATERIALS:						
Were well written	5	4	3	2	1	Were poorly written
Were understandable	5	4	3	2	1	Were confusing
Contained appropriate content	5	4	3	2	1	Contained inappropriate content
Will be used	5	4	3	2	1	Will not be used
FACILITIES/ACCOMMODATIONS WERE:						
Excellent	5	4	3	2	1	Poor
STAFF/PARTICIPATION INTERACTIONS WERE:						
Excellent	5	4	3	2	1	Poor

The single most valuable aspect of the workshop experience was:

The single least valuable aspect of the workshop experience was:

Making this kind of workshop more effective in the future would entail:

The single most valuable aspect of the workshop experience was:

- the material of reference to be used with interns.
- awareness of the activities in the leadership program.
- explaining and clarifying steps needed to be certified at a director, etc.
- interaction among all, the experiences provided.
- information on competency-based training for vocational technical administration, latest information on certification requirements for the positions.
- the information provided was new, well organized and informative.
- I now possess new knowledge of vocational eduation. I have appreciation for competency-based training.
- small group of participants, Thursday evening sessions, I think that the early arrival program should be maintained.

The single least valuable aspect of the workshop experience was:

- all was good.
- possibly too much time spent on mainstreaming.
- none.
- overhead projector dominated some presentations.
- all aspects were valuable.
- Dr. Hoellein's presentation.

Making this kind of workshop more effective in the future would entail:

- information on details and more interaction of all participants for the overall benifit of all concerned.
- more of the same.
- the bulk of the material could not be digested in the time alloted. Again, it was well organized and compiled in an appropriate sequence.
- continue in small groups, short day and half-day sessions, thought the workshop was very beneficial, thank you for inviting me.
- the workshop was effective.

APPENDIX H

LEADERSHIP STAFF DEVELOPMENT

Thursday, February 14, 1985

Session 1 of 6

Objective: In an actual situation, assist an intern leadership person to aid teachers in the mainstreaming of handicapped students.

Content to be presented:

Awareness in the mainstream process

- Description of youth to be served
- Identification and characteristics of the handicapped
- Historical perspective
- Delivery of services
- Foundation of federal legislation

Questions:

LEADERSHIP STAFF DEVELOPMENT

Thursday, February 21, 1985

Objective: In an actual situation, assist an intern leadership person to aid teachers in the mainstreaming of handicapped students.

Content to be presented:

Individualized Education Program (IEP)

- Overview of Least Restrictive Environment
- Optional Placement
- IEP Criteria

Questions:

LEADERSHIP STAFF DEVELOPMENT
Friday, March 8, 1985

Terminal
Objective: In an actual situation, assist an intern leadership person to aid teachers in the mainstreaming of handicapped students.

CONTENT FOR STAFF DEVELOPMENT:

- developing a written personal philosophy on serving handicapped learners
- identifying support service/personnel or resource materials on serving handicapped learners
- identifying ways of utilizing services of experts in the field

QUESTIONS:

ASSIGNMENT:

LEADERSHIP STAFF DEVELOPMENT

Thursday, April 4, 1985
Lower Level, Reschini House

Objective: In an actual situation, assist an intern leadership person to aid teachers in the mainstreaming of handicapped students.

Content to be presented:

Using Support Personnel in Assisting to Mainstream

--gathering background information

--preparing information

--utilization of appropriate personnel

--preparing an action plan

--evaluation the assisting process

Site Visitation:

Western Pennsylvania Special Education Resource Center, 5347 William Flynn Highway, Gibsonia, PA 15044 (412) 961-0294
Contact Person: Bruce Bishoff

Hiram B. Andrews Vocational Rehabilitation Center, 727 Goucher Street, Johnstown, PA 15905 (814) 225-5881
Contact Person: Adele Sternberg

Exemplary Mainstreaming Program at an Area Vocational Technical School
Contact: Special Needs Facilitator

Intermediate Unit Vocational Program Facility
Contact: Vocational Coordinator

APPENDIX I

HANDICAPPED SERVICES SCHOOL LIBRARY

1984-85

Administering Programs for Handicapped Students, Leonard Albright, American Vocational Association, 1979.

Administrator's Handbook on Integrating America's Mildly Handicapped Students, Ronda Tolley and Jane Burnette, JWK International Corporation, Annandale VA, 1982.

Alternative Programs for Disruptive Youth, Angele Thomas, Donna Sabatino, Rosemary Sarri, The Council for Exceptional Children, 1920 Association Drive, Reston VA, 1982.

Career Education for the Handicapped Child: A Guide to Parent Education Programming, Stanley VASA, Allen Steckelberg and Gary Meers, The National Center for Research in Vocational Education, The Ohio State University, Columbus OH, 1979.

Exceptional Students in Secondary Schools, June Jordan, The Council for Exceptional Children, Reston VA, 1978.

Handbook of Career Planning for Special Needs Students, Thomas Harrington, Aspen Systems Corporation, 1982.

Life Centered Career Education: A Competency Based Approach, Donn Brolin, 1978.

OSHA Safety and Health Standards--Construction Industry, U. S. Department of Labor, Washington DC, 1985.

OSHA Safety and Health Standards--General Industry, U. S. Department of Labor, Washington DC, 1983.

Prevocational and Vocational Education for Special Needs Youth--A Blueprint for the 1980s, Kevin Lynch, William Kiernan, and Jack Starck, Paul H. Brookes Publishing Co., Baltimore MD, 1982.

Serving Handicapped Students in Vocational Education: A Guide for Counselors, Marla Peterson, The National Center for Research in Vocational Education, The Ohio State University, Columbus OH, 1979.

Special Education in America: Its Legal and Governmental Foundations, Joseph Ballard, Bruce Ramirez and Frederick Weintraub, The Council for Exceptional Children, Reston VA, 1982.

Training the Handicapped for Productive Employment, Robert Weisgerber, Peter Dahl and Judith Appleby, Aspen Systems Corporation, Rockville MD, 1981.

Vocational Education Models for Linking Agencies Serving the Handicapped, Lloyd Tindall and John Gugerty, Wisconsin Vocational Studies Center, University of Wisconsin--Madison, Madison WI, 1982.

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APPENDIX J

Vol. 2 No. 6 May 1985

the MAINSTREAM

Curriculum/Instruction for Vocational Educators of the Handicapped

FIRST AUTHORITY — NOW RESPONSIBILITY

THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984

Pamela Leconte, Coordinator of the Collaborative Vocational Evaluation Training Program, Department of Special Education, George Washington University, Washington, DC

"Equal access will be provided to handicapped and disadvantaged individuals in recruitment, enrollment and placement activities." for "the full range of vocational programs available to non-handicapped and non-disadvantaged individuals including occupational specific courses of study, cooperative education and apprenticeship.""

As many of you know, we now have a legislative mandate to direct our local activities in vocational education. Many of us have heard criticism of the new Act, especially from the state and local perspectives, regarding changes in the funding structure. Although there are problems to be worked out, we must not overlook the fact that this Act provides assurances for equity and quality for all participants throughout the entire range of vocational education activities.

For the first time, we who serve special needs students in vocational education have the authority to initiate activities and programs which have never been mentioned in legislation before. For years, we practitioners have been frustrated and discouraged by the barriers that existed for providing optimal and most appropriate services for handicapped and disadvantaged students. For example, how often have we lamented the students in special education classes who are the last to hear, in fact, may never hear about vocational education until it is too late for them to participate.

Now we have the authority to make changes. It is our responsibility to insure that these changes occur. To take on such responsibility, some preliminary work must take place.

*Obtain a copy of Act, PL 98-524, read it and study it.

*Review the Federal Guidelines for implementing the Act, PL 98-524.

*Contact your state Department of Education to find out how state and local authorities plan to implement the Act, via the State Plan and Vocational Education Guidelines.

*After reviewing these documents, and reading as many analyses of the Act as possible, you will be better prepared to advocate for the handicapped with local directors, principals, guidance counselors, vocational educators and special educators to develop new strategies and activities.

Some suggestions for vocational and special education teachers which could take on any shape, length of time or format follow.

1. Make it your business to learn and understand as much as possible about your local vocational education programs and alternatives in the community - ask to visit the classes, interview the students, perform training analyses or work along with a student.

(Continued on page 2)

CHAPTERS 5 AND 6 - PDE

The key to successful implementation of Chapters 5 and 6 is cooperation between vocational education and general education personnel. The following are some alternatives or options which can be utilized by cooperating vocational and comprehensive schools in implementing these new rules:

— A vocational education student may work individually in a classroom setting, with the related math competencies required for this respective vocational training program. Related math will be taught by certified math teachers. A minimum of 120 hours is required for each credit for graduation. This credit may also be earned over a two or three year period. The AVTS or local school district may develop fractional planned courses (no less than 30 instructional hours per year) to obtain math credit.

— A certified math teacher may rotate among the vocational training shop areas. Planned courses will be developed for related math competencies to be taught to vocational education students. The vocational teacher and math teacher will cooperatively identify the math competencies needed for the vocational training program.

— Business math taught by a properly certified business education teacher may count as math credit toward graduation requirements for vocational education students who have business related occupations as their career goal.

(Continued on page 4)

DATES IN JUNE TO REMEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

Meet the Federal and State Mandates for Vocational Assessment

PDE/IUP Vocational Assessment Workshop
June 14, 15, & 16
Ramada Inn, Somerset

See flyer in this issue

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EDUCATORS DEVELOP GUIDE

Legislative and social changes have called for a change in the population traditionally served by vocational education. Federal and state laws in both Vocational and Special Education have created a new set of conditions that must be addressed. To assist administrators, prospective administrators, support personnel and teachers meet these directives, the Center for Vocational Personnel Preparation has been conducting a number of activities in a year-long leadership development project funded by the Bureau of Vocational and Adult Education.

During two inservices, more than 40 administrators from comprehensive, vocational, intermediate and correctional settings provided their leadership expertise to identify the skills and knowledge needed by administrators to assist teachers to successfully mainstream handicapped students in vocational education. This information enabled the Center's project staff to develop a leadership learning guide entitled, "Assist A Teacher To Mainstream A Handicapped Student." The guide, when field tested, will be integrated into the leadership curriculum and will be used to help interns meet the requirements of the vocational director and supervisor certification program.

Additional inservice activities were conducted for support personnel, guidance counselors and teachers. These inservices provided the participants with information about current legislation, future trends in education of the handicapped and concerns of vocational teachers of the handicapped. Presenters were Charlotte Conaway, US Office of Vocational and Adult Education; Mary Recupero, Pennsylvania Department of Education; Robert Hoellein, Edward Allen, and William Silkman, Indiana University of Pennsylvania. The participants in turn, evaluated the learning guide from the prospective of a support person.

Through the efforts of the 75 vocational educators in Western Pennsylvania, prospective vocational administrators completing the Leadership Program will have practical and relevant learning experiences that accurately reflect the role of an educational leader working with special populations. Co-directors of the project are Thomas Walker and Eleanor Bicanich.

Left to Right: Robert Brucker, Erie Co. AVTS; Peter Carnovale, Sheffield Area HS; David Jameson, Indiana Co. AVTS; Kenneth Nusser, Mars Area HS; Robert Bickerstaff, Clarion Co. AVTS; Harry Zurasky, Mercer HS; John Smith, Johnstown AVTS; Milton Morozowich, Mercer State Correctional Facility; Robert Brown, Mercer Co. AVTS; Howard Matthews, Lawrence Co. AVTS; Stephen Sarokon, Blairsville Area HS; Charles Thompson, Union City HS; Bud Fisher, Crawford Co. AVTS; Robert Piemme, Corry AVTS; James Brown, Mercer Co. AVTS; David Yard, Fort LeBoeuf HS; Donald Drake, Butler Co. AVTS.

GRADUATION '85

PITTSBURGH STUDENT WINS

Kiesa Smith, a student at South Vocational Technical High School, won first place in the Garment Sewing Competition at the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) State Conference. The competition was held in Lancaster, PA on March 21, 1985. This is the first year that a student from the Pittsburgh Public Schools achieved this honor.

Kiesa, who is a hearing impaired student, also won first prize at the Regional competition held at Peabody High School in January.

To help pay for her trip to Lancaster, Kiesa did clothing alterations for students and faculty members at South Vocational Technical High School. Congratulations Kiesa!

OCCUPATIONAL TRAINING PROGRAM

Berks Vocational Technical School East Center in Oley, PA has developed a comprehensive vocational training and placement program for secondary TMR students entitled the "Occupational Training Program." The program provides each student with three full days of vocational training and one-half day each of academics, home living, crafts, and physical education per week. To meet the varied needs, interests and abilities of its students, the Occupational Training Program is divided into six major areas:

Manufacturing — Skills taught in this area are based on many of the skills needed in an industrial setting. These are packaging, fine motor skills, clerical and factory practices.

Service Skills — Students are taught basic skills needed for a variety of service-related jobs. The areas include food service, dishwashing, hotel-motel maintenance, cooking skills, tool skills, laundry work and small repairs.

Bench Assembly — In a classroom setting, students learn a variety of skills related to sheltered workshop activities including sorting, matching, assembling, packaging, counting, bundling, collating, manual operations and certain clerical skills.

Home Living — This curriculum centers on the skills that foster self-sufficient living including meal planning, food shopping, food preparation and service, domestic cleaning, laundering, bed making and consumer education.

Academics — This area touches on arithmetic, word recognition and handwriting abilities for completing tasks such as job applications, personal information cards, telling time, working with money and using bank accounts.

Job Placement — The major emphasis in this area is the training of the student at the work site. Students are placed, according to their abilities, in either a sheltered workshop or in competitive jobs.

The six areas of the Occupational Training Program provide a comprehensive vocational program for the secondary trainable mentally retarded student. The program takes each student from basic skills training to placement in competitive employment as well as providing him or her with the basic skills and knowledge needed to live an independent lifestyle.

For information about this program, contact: Chip Lambdin, Service Skills Instructor, Berks Vocational Technical School East Center, R. D. 1, Oley, PA 19547 (215) 987-6201

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VOCATIONAL EDUCATOR'S
FORECAST
iup
The Center for Vocational Personnel Preparation

Volume 6, No. 1 Spring, 1985

THE EXEMPLARY PROGRAM PROJECT FOR VOCATIONAL EDUCATION

Since 1976 the Bureau of Vocational Education has provided nearly six million dollars to plan and implement exemplary programs of vocational education. Many area vocational-technical schools have had funding to develop innovative and exciting programs while others chose not to become encumbered with proposal writing and the sometimes tentative state/federal process. In either case AVTS teachers and administrators have worked together to provide exemplary programs for students.

"In Search of Excellence" is the theme for an effort to identify exemplary programs of secondary, postsecondary and adult vocational education in AVTS and comprehensive high schools. The purposes and procedures for the 1985-86 Exemplary Program Project appear below.

Purposes of the Exemplary Vocational Education Project

The purpose of the Exemplary Program Project will be to provide a practical demonstration of ways in which quality vocational education programs are conducted. Specifically, the project will:

1. Provide school officials, teachers and other interested persons an opportunity to observe effective vocational education programs emphasizing competency-based instruction.

2. Motivate school officials, teachers and other interested persons to develop quality programs emphasizing competency-based instruction.

3. Assist other schools in obtaining practical information to help them improve their programs.

4. Recognize the individual schools that have responded to contemporary needs requiring emphasis of and sound instruction for development of competencies.

5. Provide a means to conduct staff development programs.

Leadership Learning Guide Developed by Educators

Legislative and social changes have called for a change in the population traditionally served by vocational education. Federal and state laws in both Vocational and Special Education have created a new set of conditions that must be addressed. To assist administrators, prospective administrators, support personnel and teachers meet these directives, the Center for Vocational Personnel Preparation has been conducting a number of activities in a year-long leadership development project funded by the Bureau of Vocational Education.

More than 40 administrators from comprehensive, vocational, intermediate and correctional settings provided their leadership expertise to identify the skills and knowledge needed by administrators to assist teachers to successfully mainstream handicapped students in vocational education. The information provided by the administrators enabled the Center to develop a learning guide entitled, "Assist A Teacher To Mainstream A Handicapped Student." The guide, once field tested, will be integrated into the leadership curriculum and be used to help interns meet the requirements of the director and supervisor certification program.

Additional inservice programs provided information about current legislation, future trends in education of the handicapped, and concerns of vocational teachers of the handicapped. Presenters at the sessions were Charlotte Conaway, U.S. Office of Vocational and Adult Education; Robert Hoellein, Indiana University of Pennsylvania; Mary Recupero, Pennsylvania Department of Education; Edward Allen and William Silkman, Indiana University of Pennsylvania.

Through the efforts of the 75 educators who participated in the project, prospective vocational administrators will have practical and relevant experiences that accurately reflect the role of an educational leader in working with special populations. Co-directors of the project are Thomas Walker and Eleanor Bicanich.

Left to Right: Robert Brucker, Erie Co. AVTS; Peter Carnovale, Sheffield Area HS; David Jameson, Indiana Co. AVTS; Kenneth Nusser, Mars Area HS; Robert Bickerstaff, Clarion Co. AVTS; Harry Zurasky, Mercer HS; John Smith, Johnstown AVTS; Milton Morozowich, Mercer State Correctional Facility; Robert Brown, Mercer Co. AVTS; Howard Matthews, Lawrence Co. AVTS; Stephen Sarokon, Blairsville Area HS; Charles Thompson, Union City HS; Bud Fisher, Crawford Co. AVTS; Robert Piemme, Corry AVTS; James Brown, Mercer Co. AVTS; David Yard, Fort LeBoeuf HS; Donald Drake, Butler Co. AVTS.

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APPENDIX K

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INDIANA, PENNSYLVANIA 15705
Center for Vocational Personnel Preparation • Reschini House • 412-357-4434

"A Continuum of Services for Diverse Populations"

Howard Johnson Motor Lodge

January 25, 1985

9:00 a.m. - 3:00 p.m.

9:00	Welcome and Introduction
9:30 - 10:30	The Carl D. Perkin, Vocational Education Act Presenter: Charlotte Conaway, Senior Program Specialist, Handicapped Services, Office of Vocational and Adult Education, Washington D.C.
10:30 - 10:45	Coffee Break
10:45 - 11:00	Legislation continued
11:00 - 12:00	State-Wide Survey: Current Practices and Needs in Mainstreaming in Pennsylvania Presenter: Dr. Robert Hoellein, Educational Psychology, Indiana University of Pennsylvania
12:00 - 1:30	Lunch
1:30 - 2:15	Leadership Intern Assisting to Mainstream (Hands-on Activity) -- Assisting a Teacher to Mainstream a Handicapped Student
2:15 - 2:30	Break
2:30 - 3:00	Wrap Up and Evaluation

APPENDIX L

INDIANA, PENNSYLVANIA 15705
Center for Vocational Personnel Preparation • Reschini House • 412-357-4434

February 21, 1985

Dear School Support Person:

The Center for Vocational Personnel Preparation at Indiana University of Pennsylvania has been offering inservice and preservice vocational professional personnel development programs for teachers and administrators of the Commonwealth since 1979. In March the Center will conduct a one-day workshop for support personnel who assist vocational teachers in mainstreaming the handicapped and other diverse populations. These support persons may be located at comprehensive or vocational-technical schools or at intermediate unit settings.

The inservice, "A Continuum of Services for Exceptional Populations," will feature presentations on the recently passed Carl Perkins Vocational Education Act, results of a state-wide survey identifying the needs of vocational teachers in mainstreaming the handicapped, and "hands-on" training for support personnel who are responsible for assisting in the mainstreaming of special populations. The workshop will be held on Friday, March 22, 1985 at the Holiday Inn, Butler, PA. Registration will begin at 8:30 a.m. and the program will be conducted from 9:00 a.m. to 3:00 p.m. Mileage and subsistence will be covered by the Center.

The inservice is appropriate for guidance counselors, special needs facilitators, curriculum coordinators, and cooperative education coordinators. We urge you or an appropriate representative from your staff to attend. Please complete and return the enclosed form by March 12, 1985. We are looking forward to working with you at the inservice.

Sincerely,

William R. Silkman

William Silkman
Project Assistant

Eleanor Bicanich

Eleanor Bicanich
Project Coordinator

EB:jh

Enclosure

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Indiana University of Pennsylvania
Center for Vocational Personnel Preparation

Vocational Support Personnel Inservice: A Continuum of Services for Exceptional Populations

Location: Holiday Inn, 139 Pittsburgh Road, Route 8, Butler, PA

Time: Friday, March 22, 1985
9:00 a.m. - 3:00 p.m.

Agenda: **Welcome and Introduction**

The Carl D. Perkins Vocational Act
Charlotte Conaway, Senior Program Specialist, Handicapped Services, Office of Vocational and Adult Education, Washington, DC

Results of a State-wide Survey: Current Practices and Needs in Vocational Mainstreaming in Pennsylvania
Dr. Robert Hoellein, Educational Psychology, Indiana University of PA, Indiana, PA

Assisting a Teacher to Mainstream a Handicapped Student
Small group hands-on activity, Eleanor Bicanich and William Silkman, Center for Vocational Personnel Preparation, IUP, Reschini House, Indiana, PA 15705.

Name _____

Address _____

City _____ State _____ Zip _____

Telephone Number _____

_____ Yes, I plan to attend the Vocational Support Personnel Inservice

_____ Sorry, I am unable to attend

DEADLINE FOR RETURNS: March 12, 1985

Return to: Vocational Support Personnel Inservice, Center for Vocational Personnel Preparation, Reschini House, IUP, Indiana, PA 15705

Indiana University of Pennsylvania
Center for Vocational Personnel Preparation

Vocational Support Personnel Inservice: A Continuum of Services
for Exceptional Populations

Participants

Kathleen A. Bauer
Cooperative Education Coordinator
Meadville Senior High School
North Street Extension
Meadville, PA 16335

Larry J. Baughman
Coordinator of Student Services
Venango County AVTS
One Vo-Tech Drive
Oil City, PA 16301

Herbert Bolger, Jr.
Administrator, Special Services
Altoona AVTS
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Terry Factor
Resource Room Teacher
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Mercer High School
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Mercer, PA 16137

James Farabaugh
Guidance Counselor
United High School
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Armagh, PA 15920

Charles Greaves
Teacher Aide
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Meadville, PA 16335

George Halin
LD/EMR Teacher
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Butler, PA 16001

Marc Hofstetter
Special Needs Facilitator
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Chairperson, Special Services
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Neil Lehman
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EMR Teacher
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Johnstown, PA 15904

Clayton Sheasley
Supervisor, George Junior Republic
Mercer County AVTS
PO Box 152
Mercer, PA 16137

Rebecca Slater
Special Education Coordinator
Penncrest School District
RD 1, Mook Road
Saegertown, PA 16433

James A. Smith
Special Education Teacher
Oil City Area Senior High School
10 Lynch Blvd.
Oil City, PA 16301

Donna Vargo
EMH Teacher, Grades 10-12
Seneca Valley High School
Harmony, PA 16037

Presenters: Charlotte Conaway
Senior Program Specialist
Handicapped Services
Office of Vocational and Adult Education
Washington, DC 20202

Robert Hoellein
Educational Psychology
Stouffer Hall
Indiana University of PA
Indiana, PA 15705

Mary B. Recupero
Field Services - Vocational Education
PDE - Regional Office
Diamond Building
106-A West Main Street
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Eleanor Bicanich
Center for Vocational Personnel Preparation
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Indiana, PA 15705

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Vocational Support Personnel Inservice: A Continuum of Services for Exceptional Populations

Holiday Inn, 139 Pittsburgh Road, Route 8, Butler, PA

Friday, March 22, 1985
9:00 a.m. - 3:00 p.m.

AGENDA

8:30 Registration
9:00 **Welcome and Introduction**

9:30 - 10:30 **The Carl D. Perkins Vocational Act**
Charlotte Conaway, Senior Program Specialist, Handicapped Services, Office of Vocational and Adult Education, Washington, DC

10:30 - 10:45 Break

10:45 - 11:45 **Results of a State-wide Survey: Current Practices and Needs in Vocational Mainstreaming in Pennsylvania**
Dr. Robert Hoellein, Educational Psychology, Indiana University of PA, Indiana, PA

12:00 - 1:00 Lunch
1:00 - 2:15 **Assisting a Teacher to Mainstream a Handicapped Student**
Small group hands-on activity, Eleanor Bicanich and William Silkman, Center for Vocational Personnel Preparation, IUP Reschini House, Indiana, PA 15705.

2:15 - 2:30 Break
2:30 - 3:00 Session

CENTER FOR VOCATIONAL PERSONNEL PREPARATION

WORKSHOP EVALUATION

1. The organization of the workshop was . . .

   POOR 1 2 3 7 13 EXCELLENT

2. The legislative updating met my needs . . .

   POOR 1 2 2 4 14 EXCELLENT

3. The session on statewide survey of vocational educators provided useful information . . .

   POOR 1 2 8 8 4 EXCELLENT

4. The session to determine appropirate activities for leadership personnel in assisting to mainstream was . . .

   POOR 1 2 6 6 7 EXCELLENT

5. The objectives of the workshop were appropriate . . .

   POOR 1 2 2 7 10 EXCELLENT

6. How well prepared were the workshop presenters . . .

   POOR 1 2 3 4 16 EXCELLENT

7. I acquired new and worthwhile information . . .

   POOR 1 2 1 6 13 EXCELLENT

8. Rapport between the workshop leaders and participants was . . .

   POOR 1 2 3 6 14 EXCELLENT

9. How would you rate the physical facilities . . .

   POOR 1 2 3 2 17 EXCELLENT

10. How would you rate the meal functions . . .

4 15

POOR 1 2 3 4 5 EXCELLENT

11. Overall, I consider this workshop . . .

1 7 11

POOR 1 2 3 4 5 EXCELLENT

12. Please list three (3) strengths of the workshop:

13. Please list three (3) weaknesses of the workshop:

12. Please list strengths of the workshop.

Organization, preparation of presenters, opportunity to exchange ideas with other participants
Good update of current legislation, good analysis of needs of vocational instructors as these needs relate to special education
The presenters were excellent!
Organization, on task, genuine approach of presenters
Provided practical information which I should have had in my possession, gained additional insight into areas which we should be in compliance
Informative, organized, comfortable facilities and good food/drink accessories
Very informative (resources for our administrator), thought provoking and enlightening, made me aware of the need that our school district has as far as vocational education for handicapped students
Made me realize the work that we need to do at the local level for vocational education for the handicapped, resources that I can take back to the administrators will be helpful, new information that I learned was helpful
Good materials, new worthwhile information, excellent rapport with individuals at the workshop
Workshop facilities were professional and well prepared, updates on federal laws (special education), food, made me aware of the need for special education teachers and vo-tech teachers to communicate
Quality of presenters, facilities, organization of the telephone speaker system
Good overview of new regulations, good analysis of needs demonstrated by vo-tech teachers, good take-home materials
Information on legislation, handouts, organization
Excellent presenters, comfortable environment, available resources
Current Perkins Act information, food, good mainstreaming information
Updated information for special students, ideas for correlation among comprehensive high schools, vo-tech schools, job sites, parents, etc., role of a support person in the total educational program for each student
Good update on current legislation, good coverage of needs for long range plans
Handouts, various ways to teach, well organized
Super organization, information in hand to read and have as a resource (very current and up to date), legislative clarification locally by Mary Recupero was great

13. Please list weaknesses of the workshop.

Ms. Conaway, since she knew in advance that she would be addressing people in PA, could have researched how the federal guidelines related to us statewide; who would be person be in PA to have been the consultant in PA (not WV) to give information relative to vocational trends; it would have been great to have the list of participants prior to arrival so that carpooling could have been arranged

Transparencies were a little hard to read (second presenter)

Leadership development target group was unclear, not recommended for some support personnel (shop aides)

Time loss for final part of program

Appropriatness of assigned task to certain individuals, survey is questionnable with only 20% return, could (should) have had better attendance

We had the impression this would benefit shop aides who work in vo-tech schools

Overall value of materials, validity of statewide survey which only had 20% responses, coolness in the room during the first session

Too much time in the morning spent on the Law and the study (the "meat" of the program should have been presented in the morning to allow for evaluation to be done on the same day, working draft should have been addressed more in depth, should have started earlier

It would have been helpful to know exactly where PA is with funding, more of what's going on in PA

Not nearly enough time to do the evaluation on leadership, survey of vocational educators was too fast to comprehend

There were no weaknesses, except perhaps too much information to absorb in one session

Difficulty understanding the module approach, we should have been walked through the first learning experience

I did not think there were any weaknesses, except perhaps the difficulty with the telephone hookup